

Educational Supplement

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Break

Canadian Diary

Although the people of Quebec have said a reasonably emphatic non in negotiations on separation from the rest of Canada, their education system is likely to remain semi-detached.

This is partly because of the language difference—since the notorious Bill 101 (which said that only the existing English community had the right to educate their children in English) an increasing majority of the schools are French language and Catholic—and partly the effect of the tight central control of the curriculum. Although they protest that the Québécois are French Canadians, not French (and deeply resent the way that they are patronised in France for their country cousin accent), there is certainly something very Napoleonic about the way they organise school time.

Quebec, however, is not the only Canadian province which betrays its origins, both in its way of life and in its education system and, since there is no federal department of education in Quebec, the province runs its own entirely independent Ministry of Education, with its own Minister in the provincial government.

This means that virtually nothing can be said about Canadian education without qualification. To journey across the country from east to west (or vice versa) is to be bewildered with a succession of overlapping impressions of British, French, and United States influence, most of which show up in the schools. Ontario is always trying to defend itself against the Americans, Quebec against the English, Canada is the second largest country in the world, but most of its relatively small population is clustered near the border with the United States, and the reality is that the resplendent pop culture will continue to exert a stronger influence on the young people of Quebec than anything dreamed into them by the French language.

Nevertheless, to travel in search of the essential Canada is an endlessly hopeful journey, and the Canadians are no anxious as anyone else to pin down their true identity. That was behind a passionate drive to promote Canadian nationalism in the curriculum which swept across the country, headed by a report of the 'Commission on Canadian Studies in 1975, To Know Ourselves'. Every province checks and approves its own lists of textbooks

for School Boards (directly elected in 1975) and schools to choose from. Books are normally vetted for content and sex as well as political or any other sort of undesirable influence and the list of those selected as suitable might vary from Ontario's solid 198-page Circular 11, to a slender list containing only one (although one of eleven) titles in British Columbia. It was, therefore, a comparatively simple matter for political life to be transmitted into action by adding books on Canadian history, geography and literature to the approved lists. This did not always get them into the classroom, however. Canadian literature is a comparatively modern genre and modern novels are frequently too outspoken for some of the more conservative School Boards. Since the Ontario curriculum committee the novels of Margaret Laurence, best-selling chronicler of Canadian rural life, only to have her most famous work, *The Diviners*, banned as too sexy by several local boards.

However much they make credits in Canadian studies compulsory in the curriculum through, most of the provincial education departments put a great deal more energy into developing their own provincial identity in competition with the others. Yet again, this often comes out in the form of textbooks, with almost everyone else resenting that the size of Ontario's population means that they can give the only worthwhile order to a publisher.

At one end of the scale this has led to Nova Scotia, which with a school-age population of 200,000 here and there a large area here and correspondingly humble (an expert is anybody from out of town) admits the Minister, Terence Donohue, spending 300,000 dollars in commission one text book. This will come out of an annual education budget of \$300m and is designed to teach 11-year-olds about Nova Scotia's history and geography.

At the other extreme Alberta, rich and confident in oil money, has ploughed back over \$8m of oil profits through its Heritage Project into producing schoolbooks to be distributed free for every school in the province—12 sets of 30 books for each classroom. Dedicated to "a gift from the land to our greatest national resource, the people of Alberta", they are beautifully produced, include an atlas of Alberta, and are strong on Albertan nationalism and West Canadian literature. The Deputy Minister of Education there, Dr. Hawkesworth, is satisfied that there is now less Eastern bias in publications, and several of the big publishers have been worried enough by the exercise to set up branches in the West. One of the ebullient was, the oil and minerals and timber are still surging out of the ground, and the able-bodied young immigrants are still pouring in. All this energy is not necessarily being channelled

into the classrooms. In British Columbia, the last Minister of Education, Patrick McGee, put the focus on the local system rather than the good of everyone's souls—stopping a declining pupil-teacher ratio in its tracks—as part of a hawkish reform programme also designed to raise standards. The Canadian Ministers of Education tend to be vigorous professional men and women who make good use of their experience in other specialist areas. Dr McGee still does neurological research at the University of British Columbia, working on Saturdays and two mornings a week in the laboratory with his wife, who is a PhD chemist and recently published a book on the brain. He doubled the number of PhDs going into industry last year by giving firms \$12,000 a year to hire them, an idea picked up from *The Economist*. His successor, Brian Smith, is planning to write his own history book to get British Columbia material on to their list of approved books.

At her next meeting, Dr Stephenson took along her own lemon meringue pie and placed it firmly on the rostrum, ready for instant retaliation. Perhaps Mark Carlsie would find this a useful confrontation tip next conference session.

Right across Canada too, as in most of the Western world, the late sixties and early seventies saw the great progressive loosening up, with examinations dropped, curriculum less and less controlled from the centre, experiment and individualism the order of the day—until now—when a night follows day, the back to the basics movement is sweeping the country.

Unabashed, she told a students' meeting that their grants were to be slightly cut, and had a lemon meringue pie flung in her face.

Dr Betty Stephenson, Ontario Education Minister.



Jacques-Yvan Morin, Quebec Education Minister, visits a kindergarten French immersion class.

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Jacques-Yvan Morin is a former constitutional law professor at the University of Montreal, an asset and intellectual who held in considerable awe by his Ministry staff though they vilified about him sending his own two children to private schools. He can, however, as our picture shows, relax remarkably in a kindergarten French immersion class.

Quebec's hard line on the French language and the national policy of bilingualism, though unpopular among the majority of English-speaking Canadians, have in fact led to a national boom in French immersion classes. It is largely a middle-class phenomenon, since it requires parental pressure to get the classes going (though federal money is available for this, parental backing to support the children through a school day where everything is taught in French, and one to drive long distances to the nearest available class. Since the best jobs in government and big business now demand functional bilingualism, and experience has shown that immersion classes are more effective than a few hours a week of language learning, the pressure is there.

Patricia Rowan

Next week

Harold Rosen and Tony Burgess on London languages and dialects
N. J. Mackintosh looks at the facts and figures behind bias in mental testing
John Valzey reviews David Blake and Paul Omerod's *The Economics of Progress*
Philip Fowler on Arthur Rubinstein
Arthur Hutchings on George Grove

Council seeks ways to let parents foot pay bill

The principle that schooling should be free has received two more knocks. A county council is looking at ways of letting parents pay teachers' wages and a leading Conservative politician is advocating a £10 a head levy for books

and equipment. Meanwhile, teacher unions condemn the Government's encouragement of the trend towards parental contributions to free education. Philip Venning and Richard Garner report.

Free education principle takes more knocks

Wage of allowing parents and others to pay for the salaries of teachers whose jobs are threatened by cuts and falling rolls, are being looked at by Warwickshire Education Committee.

Mr Peter Thomas, the committee's chairman, said that the decision was in response to several offers from parents groups. In addition North Warwickshire Borough Council, not an education authority, had offered to pay for a nursery assistant at Arolan Hill First School, Atherstone.

Parents' groups have approached several other local authorities offering to pay for an extra teacher in schools where rolls are falling. But with one exception—in Oxfordshire—the offers have been rejected on legal and educational grounds.

Warwickshire, however, believes that it is possible to find a way round the difficulties and is studying the likely problems involved. A sub-committee report presented to the education committee highlighted some of the problems: teachers paid for by parents would have to be accountable through the head to the county council, and

would therefore have to be employees of the county council.

The sponsors would have to show that they had enough money to pay the teacher's salary for a specified period, and it would have to be understood that the county council would not be committed to keeping any teachers concerned at a particular level of employment except for the period for which the sponsors had given an assurance of support.

In the case of parent-teacher associations there was a risk that some parents might feel pressurized into contributing, and such associations might find it hard to guarantee they could continue paying the salary.

This last difficulty would not, however, apply to a proposal from a foundation whose trustees could ensure the county council that they would, for a specified period, pay from the foundation's resources to the county council the cost of employing a teacher. The committee admit that it would be wrong to staff one school more generously than another, but there was a long tradition that contributions from outside bodies were welcome.

Levy plan mooted

A levy of parents was advocated this week as a reaction built up to the move by Mr Mark Carlsie, the Education Secretary, to encourage parents to pay for essential school books and equipment.

Mr Allister Layton, chairman of the Association of County Councils' education committee, said: "If we are going to enter into this field, it would be better to have the levy changed to allow for an excess of the head levy." Mr Layton is also a leading member of Kent's education committee whose cuts of more than £1m have just been introduced as an emergency measure.

Many schools in the shire continue to have a very high level of parent contribution already," he added. "I don't like the idea of voluntary levies because they are always levied on the parents who won't contribute because you always have to have a principle. If you had a



£10 levy in Kent, for instance, it would raise £24m. He said he had discussed the levy idea with his Kent colleagues. He said there would be a "tremendous lobby" against it but added: "Parents really are going to have to make some more contribution to their children's education."

North west lecturers challenge redundancies

By David Lister

Redundancies among college lecturers in the North West have made a mockery of the Government's policy for a modest expansion in higher education, according to the National Association of Teachers in Colleges and Higher Education.

NATCHE lecturers are challenging plans for lecturer redundancy in four authorities in the north-west. The union is also a threat that up to 100 part-time teachers could lose their jobs in the region which, he said, could lead to some courses having to close.

In Trafford, lecturers are boning overtime and refusing to cover for absent colleagues because 35 jobs are to go. NATCHE is continuing its industrial action although it plans to return to voluntary rather than compulsory redundancies. The union remains angry that Trafford is refusing to abide by a national agreement that a year's notice should be given of redundancies.

In Bolton, where there are 40 redundancies pending in two colleges, NATCHE plans a national demonstration. The authority hopes that all 40 will be voluntary redundancies but has reserved the right to declare compulsory redundancies if necessary. Mr Mackay said there

was also a threat that up to 100 part-time teachers could lose their jobs in the region which, he said, could lead to some courses having to close.

In the Wirral where the authority plan to redeploy up to 45 teachers, NATCHE have called in the Advisory, Conciliation and Arbitration Service to rule on equal procedure for negotiation.

The union are also concerned about 40 voluntary redundancies planned in Lancashire. "A NATCHE spokesman said this week that although in some cases the redundancies were voluntary, they were still leading to a loss of teaching posts in the North West and cuts in course provision."

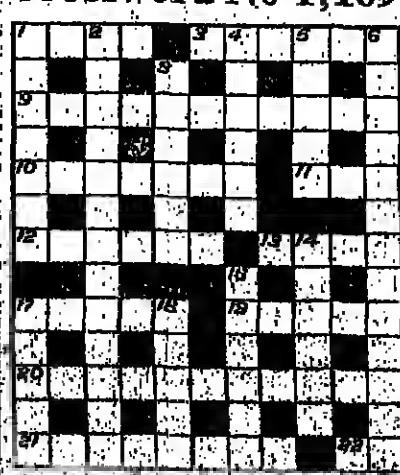


Protesting teachers greet Burnham committee negotiators at Wednesday's meeting. Story—page 3.

This week

Bureaucrats return to school	5	Bias in mental testing	25
No support for assaulted teachers	7	Life of Rubinstein	22
London languages investigation	19	Extra Resources for learning	43-57
Vaizey on economics	26	Birmingham's alternative school	20
Leader, comments	2	Platform	4
Personal Column	5	School to Work	13
Overseas	14, 15	Letters	16, 17
Science Diary	18	Features	19-21
Review	22	Arts	23, 24
Books	25-27	Resources	28, 29
Talkback	32	Aristides, literary competition, crossword	96
Classified	35		

Crossword No 1,189



ACROSS

1. Sailing boats (6)
2. Manned aircraft (6)
3. Curly controller (8)
4. Not, however, for (6)
5. West Riding (6)
6. We take public (6)
7. As it goes back to (6)

DOWN

1. Sailing boats (6)
2. Manned aircraft (6)
3. Curly controller (8)
4. Not, however, for (6)
5. West Riding (6)
6. We take public (6)
7. As it goes back to (6)

Maths teaser

Mounting a photograph. A rectangular photograph was mounted on a piece of cardboard, so that there was a border of width 2 inches surrounding it. If the photograph measured 5 inches by 7 inches, the shape of the cardboard similar to that of the photograph.

Find the ratio of the perimeter of the photo and card, and this ratio of their areas. If they are not the same, which is the greater ratio?

Fun with fractions

When 2 is added to the numerator and the denominator of the fraction $\frac{1}{2}$, we obtain the fraction $\frac{3}{4}$. (a) What number must be added to the numerator and the denominator of $\frac{3}{4}$ so as to make a fraction equivalent to $\frac{1}{2}$?

(b) Find the numbers x and y which when added to both numerator and denominator of $\frac{4}{7}$ will make fractions equivalent to $\frac{2}{3}$, $\frac{1}{2}$, and $\frac{1}{3}$.

(c) Prove that when the numerator and denominator of any fraction less than 1 are increased by the same number, the resulting fraction is greater than the original fraction.

Solution

(a) Let the number be x . Then $\frac{1+x}{2+x} = \frac{1}{2}$. Cross-multiplying gives $2(1+x) = 2+x$, which simplifies to $2+2x = 2+x$, so $x = 0$. (b) Let the numbers be x and y . Then $\frac{4+x}{7+x} = \frac{2}{3}$, $\frac{4+y}{7+y} = \frac{1}{2}$, and $\frac{4+z}{7+z} = \frac{1}{3}$. Solving these equations gives $x = 1$, $y = 1$, and $z = 1$.

(c) Let the original fraction be $\frac{a}{b}$, where $a < b$. Let the number added to both numerator and denominator be x . Then the new fraction is $\frac{a+x}{b+x}$. We want to show that $\frac{a+x}{b+x} > \frac{a}{b}$.

Cross-multiplying gives $b(a+x) > a(b+x)$, which simplifies to $ab+bx > ab+ax$, so $bx > ax$, which is true since $b > a$ and $x > 0$.

Mr Peter Horton's disappointment (page 7) at the Macfarlane committee's refusal to advocate a comprehensive programme for the 16 to 19 age group, is understandable. The Government's attitude is dominated by the overriding aim of keeping down spending. This inhibits all attempts to develop positive policies, even those which fit in with expressed Government strategies for making education contribute more directly to national economic renewal.

It is, of course, a fact of life that educational policy—making moves from one period of low spirits to the next with only fleeting interludes when ministers and their advisers can think and act boldly. Both political parties have recognized the need to strengthen links between education and employment. Both have been slow to grasp the obvious: that this means putting more weight behind further education in the development of courses for the 16 to 19 age groups. As the Central Policy Review Staff report put it last week: "Ministers will wish to consider whether they would want to beest it [FE] in comparison to the academic route of school and university. Decision on 17-plus examinations and on the institutional arrangements at 16-plus which need to be taken fairly soon will have a significant effect on the development of this sector of education."

The "Think Tank's" statement could have been written at any time during the past five years. It is true for all that. The Government have only to decide how to respond to the Kenhane proposals in CEE and the Mansell report on one-year, pre-employment courses in further edu-



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New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Go for an FE solution to the needs of 16s to 18s

There is a real choice to be made. There is strong pressure from within the schools to go for both the CEE and a rationalization of the one-year FE examinations. This is the easy option which avoids the policy issue. This is what the National Union of Teachers would like; their comments on Kenhane this week reject even some of the modest change advocated by Kenhane to make the CEE a better passport to employment.

The Government should reject the CEE and take the opportunity to signal their commitment to the FE solution by cutting through the ridiculously confused jungle of FE examinations and examining bodies. The Mansell report outlines proposals for the common core of curriculum content which could be fitted into a variety of

courses—none of them strictly vocational, but all of them set within a broad vocational context and aiming to lend the student to some form of vocational commitment.

As the Mansell report noted, the large majority of those on one-year post-16 courses (including those in FE) are taking O level—and the indications are that they fall in unacceptably large numbers. They do O levels because O levels have a national currency and, though expressly non-vocational, are useful in getting a job. It is right that the opportunity to retake O levels should be there. But what is needed now is to create a new qualification which can genuinely reflect the pre-vocational needs of young people based on a more relevant and fruitful use of their time than the often

ad hoc repetition of a single O level course.

If that is the aim, it is unlikely to be met by splitting the effort between the CEE and an FE qualification. The discussion now taking place between the City Guilds and the regional examining bodies are welcome and may well point forward. It is not a matter of saying only FE should offer these courses; it is no reason why, given favourable conditions, they should not also be offered by school, but the curricular demands are related to employment and the FE are that of the appropriate pattern developed by GCE and CSE examining bodies.

The prepayments of CEE will see a hostile view, narrowing the opportunities of those who mature late in life and need more time within a school community. It is rather to be seen as an attempt to build up a genuine alternative route by way of vocational and technical studies. Why should the prolonged, a watered down general education thought to be superior to a course of experience of life outside the school does not demand a tertiary college to the needs of the 16-plus, clearly it points in that direction, to imply a new and expensive form of general reorganization, which has lost anything anybody wants, the Government should now formally give their blessing to the tertiary model when they speak the minimum numbers and spread courses needed for the shrinking numbers of the 1980s.

successive cuts in public expenditure, with limited success but without conspicuous failure. Fighting his corner has not endeared him to Mrs Thatcher who is inclined to measure Ministerial devotion by the Heseline standard and the capacity to accept the loss of a head here and a leg there, as a mark of loyalty. No minister of education could do much of a public relations job at the moment, but there seems to be a rather unfair suggestion that Mr Carlisle is making less than the best of his present bad job. (Lady Young, on the other hand, built up a lot of credit for her spirited defence of the impossible in the House of Lords debate on school transport.)

Some sort of reshuffle in the autumn is highly likely, and when it comes how will Mrs Thatcher wield the knife? Will she go in for minor surgery like Harold Wilson, or wholeheartedly like Harold Macmillan? On balance the odds must be against a big change around, and probably against a switch at the DES. More likely Mr Carlisle will be condemned to bear the heat and burden and not reap where he has sown.

Countries with a shared language and a shared educational tradition, often facing similar problems of development, have an enormous amount to give and take from each other. The crucial question is whether, in Sri Lanka, the fine phrases will be backed up by government funds.

Naught for your comfort

The annual review of the Manpower Services Commission has little comforting to say about the job prospects of young people leaving school this summer. Youth unemployment has been contained (and even somewhat reduced) over the past three years as a result of the Youth Opportunity Programme, but for which the number of unemployed youngsters would be some 80-90,000 higher than it is.

During the present year, the MSC aim to expand YOP to raise this to 100-105,000—but against a background of bad news about jobs. The generally expected to rise to 2,000,000 mark by the end of 1981 from the present level of 1,500,000. Earlier studies have suggested that for every 1 per cent increase in adult unemployment there is a 1.7 per cent increase in unemployment among young people. The YOP provides for about one in six of school leavers: there are suggestions that this percentage may have to rise to one in three or even one in two if youth unemployment is to be contained in the next year or two.

The Government has so far encouraged the Commission to give priority to YOP and no doubt they will be pressed hard to allow expenditures to rise with obvious need, even though this conflicts with public spending plans. (Already, MSC's activities are constrained by heavy manpower cuts.)

It is clear from the Commission's annual review and from statements made in London recently by Mr Geoffrey Holland at a seminar organized by the National Council of Voluntary Organizations that there are also grounds for increasing concern about long-term unemployment among 20-25 age groups. Help for them comes in the Special Temporary Employment Programme—one of the MSC activities which has had to be cut back recently. It is being pointed out that STEP schemes are proving successful in the sense that for more than half of those involved, they lead on to permanent, ordinary employment. (This is all the more remarkable, of course, in that STEP is now confined to areas of high unemployment.)

Now—a whip round for Sir's salary

Warwickshire is not the first education authority to be in the awkward position of

having groups of parents pressing to have local teachers' jobs by offering to pay their salaries. The rundown of small rural schools in particular has produced a steady stream of such offers.

Nor is Warwickshire the first to report that however attractive such offers may be (to the L.E.A.) and however cheerful it is to refuse such substantial external parental interest, there are still wider implications as well as wider implications for other local government services.

But it probably is the first authority whose education committee has decided that it likes the idea. (The county's sub-committee was much less enthusiastic. A detailed study of the issues will be done, and this could be widely helpful. Oxfordshire already has a school where a part-time teacher's salary is paid a collection of well-wishers including a magazine sold in supermarkets, and a strength of teacher union opposition that this could remain an isolated case.)

The most obvious difficulty is one that extends to which parents can guarantee only the salary, national insurance, and pension (perhaps £7,000 a year). But redundancy money if necessary. That is to be a way of ensuring that the contributions remain voluntary. What happens, for example, when the most enthusiastic supporters leave the area, or their children grow up?

Sponsored teachers, would be a most extreme outcome of Mr Carlisle's decision to encourage such schemes to contribute to essentials as well as to their local schools. It highlights the need of producing a distorted school system.

Other local authority services, such as the social services, depend heavily on staff who are at the disposal of the authority. Within the education service, there has been a tradition of using voluntary limited scale. At one West Sussex school, a teacher is employed as a "volunteer" then gets a "gift" from the parent to be lent to a teacher's salary.

The Warwickshire proposal is a case of the danger of a good thing being opened up. Mr Carlisle is being asked to mount a firm defence of the provided, public education. Instead, made matters worse. But there are many among the local authority who can see where all this is leading, and it is up to them to speak out. The teachers' union can help, upon to play their part. For they are adversely affected if all this gets out of hand.

No comment

Gaorge Boole (1815-1864) taught mathematics and was soon appointed professor at an Irish university. He was remembered for his system of thought based on the binary system of 1s and 0s. Educational Technology, 1980.

NEWS

MSC training courses face cutback by 10,000 in 1981

More young jobless forecast

Richard Garner

Youth unemployment is expected to rise substantially in the next year, the Manpower Services Commission's annual review said this week. The commission's schemes to aid the young are being eroded by the Government's decision to reduce Civil Service staffings. But since Civil Service will close and there will be about 10,000 fewer places in training courses each year.

Clerical and commercial training will be hit hardest by the reduction from a total of 70,000 to 60,000 places. However, there will be an expansion of the Youth Opportunities Programme—which guarantees a place in school leavers still unemployed by the Easter after they have left school and youngsters without a job for more than 12 months. Next year up to 260,000 youngsters instead of 210,000 will

be helped. However, it will be back to its present level the following year unless extra cash can be found.

Figures show that unemployment among the under-25s went up more during the 1970s than any other age group. According to statistics, there was a threefold increase in youth unemployment from 82,000 in January 1971, to 240,000 in 1980. There was also a significant rise among those who found a job and later became unemployed and a rise among those unemployed for more than six weeks.

Long-term less unemployment amongst youngsters is a more acute problem in the West Midlands and North-West, where special studies in Merseyside, for instance, 10 per cent of unemployed young people have been out of work for more than a year.

Average ethnic minority groups, with a higher proportion of young people than the rest of the population, unemployment is dis-

proportionately higher and the numbers increase dramatically during the summer months because of school leavers.

The report bases its prediction of a big rise in youth unemployment on a consensus of economic forecasters which shows the unemployment figure by the end of 1981 rising to more than two million—instead of the Government's forecast of 1,600,000.

There are two grounds for optimism, though. The number of youngsters entering the labour market will start falling in 1982 and, says the report, rising general educational standards (with increasing numbers with higher education and school-leaving qualifications) would mean more youngsters will have the potential to train to professional or technical levels.

The report stresses: "There will be a need for a training system geared to the provision of new and higher-level skills and related to the increasing numbers seeking mid-career retraining."

Overseas student intake set to fall by 14 pc

by Biddy Passmore

The intake of foreign students may fall by over 14 per cent next year, falling from the acceptance rates of 22 places of higher learning. This figure is the first that is not merely based on application levels of foreign students, according to a new survey by the United Kingdom Council for Overseas Students Affairs.

Of 33 institutions surveyed, 22 reported that numbers had dropped. One university said that acceptance rates were at only half the previous year's level. Another college noted that its only firm acceptance was from 12 sponsored students whereas 34 students had accepted by the same date last year.

Asked to predict their likely intake of new overseas students, this session compared with last year, 29 institutions said numbers would fall from 5,600 to 4,700—a 14.3 per cent drop.

These figures bear out the council's forecast that acceptance levels would fall below application levels at the full impact of the higher fees hit potential students. A recent report in *The Times* shows applications from overseas students—especially postgraduate—have fallen remarkably in recent years. But UKCOSA said this was because students were still applying on the basis of current fee levels.

The results of our survey are the kind of hard evidence the Government needs to see the need to cut UKCOSA's executive secretary Mr Rupert Bristow told the TES this week. "We believe they should seriously think

of further mitigating arrangements to ensure that everyone's worst fears about the Government's policy are not realized."

Of special concern to the council are the 20,000 overseas students new on non-vocational courses who are planning to go on to higher courses next year. The Government's stricter definition of home students means they are no longer qualify for home fees, and overseas fees are now beyond their means.

"The Government has shown bad faith to this group," Mr Bristow said. "It's like changing the rules on the menu half-way through the meal."

MPs are expected to make full use of UKCOSA's findings during the debate on the Government's policy on overseas students. Church leaders have told the Government they are worried that poor students from developing countries will be hit by the fee increases. The Archbishop of Canterbury, the Most Rev Robert Runcie, the Roman Catholic Archbishop of Westminster, Cardinal Basil Hume, and the general secretary of the British Council of Churches, the Rev Harry O. Mariu have written a joint letter to Foreign Secretary Lord Corringham saying: "It is wrong to leave the help of the rich rather than the poor."

The church leaders argue that to charge EEC students home fees exposed "a failure to treat Commonwealth students in a way that met Britain's moral responsibilities to its former colonies."

Avoid 'ghetto' universities, Jewish sixth-formers told

by Bert Lodge

Jewish sixth-formers are urged to make automatically for the "ghetto" universities with their Jewish societies in the latest advice for young Jews approaching higher education.

Speaking in London, Manchester, Leeds and Sheffield, Mr Michael Gold, a former schoolboy, urged Jewish students to avoid "ghetto" universities and to go to the best universities available. "A conservative and a Jewish school which Jews feel comfortable in," he said, "gives a Jewish education, but it is not a Jewish education. It is a Jewish education which is not a Jewish education."

Mr Gold said that Jewish students should not be afraid to go to the best universities, but they should be aware of the difficulties of being a Jew on campus. "There is a definite Jewish ghetto in the universities," he said, "but it is not a Jewish ghetto. It is a Jewish ghetto which is not a Jewish ghetto. It is a Jewish ghetto which is not a Jewish ghetto."

politics of the new universities is often radical to the point of anarchy. When Zionism becomes tied up with racism, imperialism and other objects of hostility, being Jewish becomes a disadvantage. It is however in the face of more apparent adversity that a Jewish society can thrive and become an exciting phenomenon.

A section of the guide, *Fifteen Years to Leave Your Mother's House*, lists Jewish halls of residence in 15 university towns. It ends with: "If you decide you'd be happier staying at home with mother, try putting an extra thought on your GCE candidate number—what a confidence boost enough to that all the university places will be filled, and you can stay safely at home."

Guides to universities and polytechnics for Jewish sixth-formers, Association of Jewish Sixth-Formers, 1-2 Endcliffe Street, London WC1. 24p.

Clegg pay rises agreed inclusive of error

The 17 to 25 per cent pay rises recommended by the Clegg Commission are to be awarded to teachers in full, in spite of Professor Clegg's admission that he made a £130 million mistake.

The Clegg report got its sunlit wings as picketing teachers demonstrated on their posters outside the Burnham negotiating meeting in London this week. The rises were 4 per cent too high and the original agreement on the award (reached before the mistake was spotted) was held up for urgent talks.

The Burnham committee is to let the deal stand and instead, the employers have knicked off the 4 per cent from their offer for the present pay claim.

The decision to pay the Clegg rises means that some 1,000 teachers, including those at Rochdale, Bolton and the Inner London Education Authority, for instance—are expected in part the first stage of the award in this month's pay packets. The majority of teachers, however, will have to wait until July.

Local authority leaders are hoping to recover the £130m during negotiations of this year's rise. They have trimmed their 13 per cent offer to 9.28 per cent and will argue the case for the smaller increase during the present arbitration.

Mr John Horrell, leader of the management panel, also said he could not rule out the possibility of a legal authority challenging the Clegg agreement in the courts. However, Mr Alistair Lawton, chair-

man of the Association of County Councils' education committee, whose association has adopted a more hawkish line during negotiations, said he thought it was "unlikely".

More than 200 London members of the National Association of Schoolmasters' Union of Women Teachers staged a demonstration in London this week. The teachers, who were angry over the delays in paying the award, threatened walk-outs and a disruption of examinations if there was any attempt to renegotiate the Clegg agreement—said it was unlikely there would be any industrial action now.

However, Mr Terry Casey, NAS/UTW general secretary, said he was worried at the outcome of arbitration. Arbitration of the 20 per cent offer would have produced a settlement of 16.5 per cent, he said. Now, the difference between 20 per cent and 9.28 per cent was 14.6 per cent.

Meanwhile, Sir Alan Morro, the former Ombudsman charged with the task of finding out how the Clegg report occurred, has said he expects to complete collecting evidence today. His report, commissioned by Mrs Thatcher, will be ready within a fortnight.

But it might not be published. It will be sent to Mr Carlisle and Mr James Prier, Employment Secretary, and the decision whether to release it or simply issue a statement will rest with them.

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NEWS

Threat to Commonwealth youth projects as funds fall short of £1m target

Mr Ward, a teacher on secondment to Bristol University School of

11

Women represented 57 per cent of the sample. That represents a significant rise since the early 1960s, the researchers say.

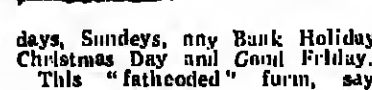
111

29 countries, only £790,000 was pledged for 1980-81 and £730,000 for

man of the British Youth
who attended the council

...said the front page called for

Area Office receives your notification and the day of the appointment and also not counting Saturday



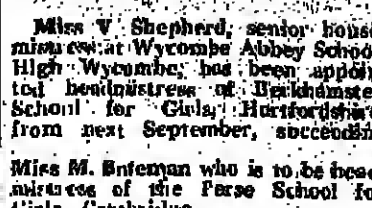
The cover, with its picture of two

can but return them complete with sticker.

Technology for Teachers

Planning and Individual

For complete information about the TES China trip leaving London in August of this year please write for a brochure to Group Travel Operation, Luan Poly Ltd, York House, Clarendon Avenue, Leamington Spa, Warwickshire CV32 5PS.



Dr. Arnold Hall, 64, chairman of managing director of the Markley-Middleby Group, has been named Chancellor of Loughborough University Technology, to succeed Lord Laidlaw, who resigns after 14 years in the post. Dr. Arnold, who gained a first class honours degree with distinction and several prizes from Clive College, Cambridge, was a Lecturer in Physics at Ayrton and then of the Department of Aviation at the University of London, as 30 years of age, was later director of the research establishment at Lord Laidlaw. Dr. Hall, with degrees from Rolls, will study for a doctorate in the Department of Engineering at the University's summer ceremony in July, and will be the playmaker in the degree of Doctor of Letters at the same time.

Mr. Michael Macleod, 40, a former master of the Northamptonshire area community centre, has been named as the first of the new school of aviation studies at the University of York.

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old school, and the complete
streets, occupying the new
land due to open in Septemb
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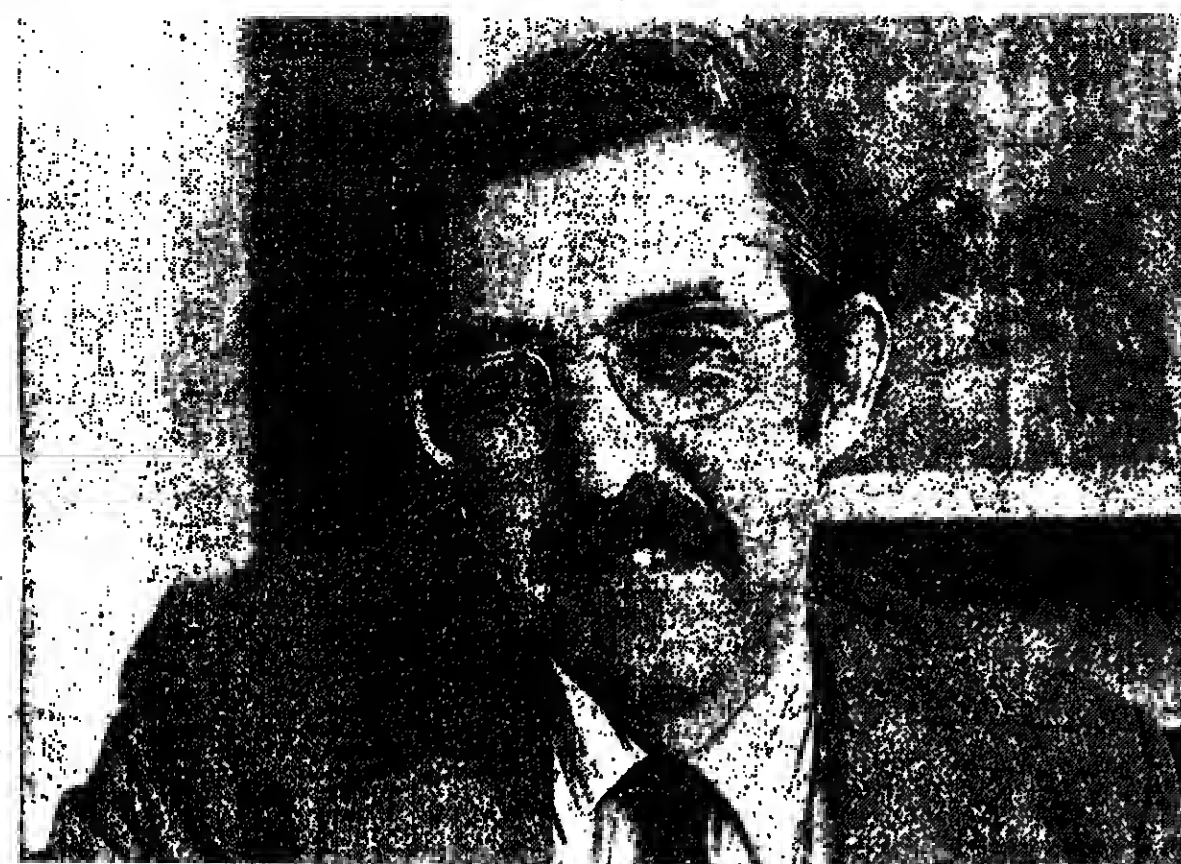
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NEWS



Mr Peter Dines: "We ill-serve our most able by giving them such a narrow 16 to 18 curriculum."

Bob Doe talks to the Schools Council's chief exams officer

The spirit of reform returns

The new job of chief examinations officer at the Schools Council posed something of a dilemma for Peter Dines, the Suffolk headmaster who took it up in September.

It was only two years ago that Mr Dines ended three years as one of the council's chief administrators, with special responsibility for exam reform. With the council expecting to play a major part in the merger of CSE and O levels soon—he felt uniquely fitted for the job.

But could he let down the school, St John Leman High School, Beccles, he had so recently taken over?

Fortunately, he says, governors and senior staff supported his decision to go back to the council which he admits he has missed in the last two years.

On paper it would have been harder to find anyone better qualified. He was secretary to the Waddell Committee that recommended the common 16-plus to the last Labour Government.

One of Waddell's recommendations was for broadly similar criteria for similar exams offered by different boards. The Tory Government emphasized this, saying exam boards should agree national criteria for each subject.

Though the council has not been formally made responsible for co-ordinating this as it once expected, Peter Dines now job is a signal that it wants a major part in the preparations for the new 16 plus. How far this wish will be granted remains to be seen.

Peter Dines is 51 in August and believes his own educational experience stands him in good stead for the job.

Naturally, he has some regrets about his latest move. He will miss contact with pupils and teaching. Equally he admits to frustrations in the past two years. Heads and staff had too little time to work on the real issues facing comprehensive schools because of the pressure of day to day administration. More ancillaries like masters and bursars would help. "I have missed some of the intellectual demands of the council," he said.

Mr Dines clearly has his supporters at the council but not everyone is jumping for joy at his appointment. A few who worked with him in the days of the old teacher union dominated council complained that he seemed too close to the Department of Education and Science and too ready to accommodate its view.

This charge was firmly denied by others, who pointed out that the

complaint about the old council, before the Government and local authorities were given a bigger say, was that not enough voices were heard of the Ministry's views.

Too close to the DES or not, he seems to have introduced the way the 16-plus would go. He never thought the Tories would wear it.

Differing opinions about whether he is up to the technicalities of the new job, which bridges both exams policy and research, probably say more about the politically not seats he occupies than his mental powers. Some GCSE/exam board chiefs, for instance, are resistant to the council's attempts to take part in the drafting of the new 16-plus subject criteria. Consequently, perhaps, some wonder about the intricacies of examining from the board's point of view.

Others, he may have crossed swords with over the deficit N and F level replacements for A levels, to which Peter Dines was very committed. To say, as some do, that he is inclined to let down the law without any real subtlety is perhaps just another way of saying they disagreed with him.

Whether that is so or not, he shows little sign of repentance over N and F. It is still the best

of his first tasks would be to produce a five-year plan for completing the essential stages of the 16-plus. A critical path analysis is called by operations analysts; a system developed for coordinating complex undertakings such as the D-Day landings and the American space programme.

But already some exam board chiefs are suggesting 1983 or 1990 as more likely completion dates by which time, it is suggested, 16 plus exams as a school leaving qualification may be something of an anachronism.

If that is so, sad before the Conservatives gave the new 16 plus the go-ahead even the Secretary of the Schools Council, Mr John Mann was wondering if the days of the 16 plus were numbered, that would neatly round off 25 years of heron debate about exam reform since the establishment of the CSE.

In that event, Peter Dines will be in the unenviable position of having piloted the two major exams reforms that never were.

Dr. C. W. Levenson is lecturer in educational psychology at the University of York Department of Education.

thought out solution I have yet seen", he said.

He blames early specialization for much of England's poor showing—industrial, technologically and politically.

The 1 level, intermediate between O and A levels, and the International Baccalaureate are being looked at by the Council. These will be on his plate too, but he does not see a real alternative in them.

Big questions surround the CEE, he says.

But his first big challenge will be the 16 plus and the justification of a part for the council in its conception. He says the council is uniquely placed to create a forum to throw out the essentials of every subject to make up the national criteria.

Until now the exam boards had had carte blanche at 16 plus and the present situation was chaotic. Some boards, like the old council, had little representation on them from outsiders with interests in examining such as parents and employers. The new Council could feed in these broader public views, he claims.

Echoing a senior DES official, he said the new 16 plus had to strike a balance between complete uniformity and complete chaos. The council's comparability forum had shown complete comparability of standards was not feasible, especially where there were different exams and choice of questions. But the new 16 plus was an unparalleled opportunity to improve on the present diversity.

He was sceptical about the absolute standards for subjects and grades the DES wanted. He thought it might be possible to say something like "persons achieving this grade can usually solve simultaneous equations..." or whatever it might be.

With so much to be done he thought the most popular subjects would be tackled first. He envisaged the new syllabuses being given a limited life of five to ten years after which they must be revised.

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Honours in sports for Brighton

by Stan Levenson

Brighton Polytechnic is to trail in physical education by offering a BSC honours course in science next September. The technician says that one purpose of the course is "to attract a brood of young British men and women".

The three-year course operates as a totally self-contained programme at the polytechnic's School of Human Movement, Eastbourne. It will have an attraction for those active or those just about to be competing.

Swimmer Sheryl Brown, emerging top ranking who have already enrolled in 24 places available.

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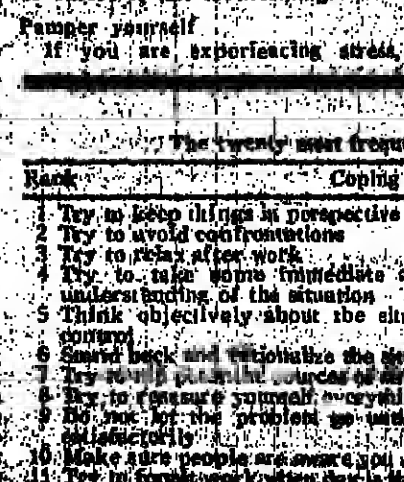
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Warning: teaching can seriously damage your mental health. CHRIS KYRIACOU who recently carried out a study of more than 700 teachers found that one in four found aspects of their jobs extremely stressful

Try to identify the sources of stress and think about how you react to and cope with stressors. Develop the habit of evaluating people at times for their willingness to sort out the demands imposed upon your sales personnel. They may disagree and are essential participants in the order. Analyze your sales personnel's stress.



Interestingly, in the United States a number of attempts have been made to train teachers in "use re-

STRESS FACTORS: THE
Importance of coping with
action *

action on the basis of your present situation and keep your feelings under control.

When in the U.S.

is going to work out all right

How have you moved it or recalled it

your doing your best.

MAIN CONCLUSIONS

1. Try to see the humor of the situation.
2. Consider a range of plans for priorities.
3. Make a concerted effort to see activity after work.
4. Try not to worry or think about it.
5. Express your feelings and frustrations.
6. Take yourself into work and work.
7. Think of good things in the future.
8. Talk about the situation with someone.
9. Do something to relieve your stress.
10. Be mean to yourself.

Many of the coping actions need to be done at the Department of Employment.

Dr Kyriacou is a lecturer in
national psychology at York Univer-
sity.

Plan for 'open tech

by David Lister

The Government is still considering the possibility of an open technology day, but it has ruled out the Open University's demand for a day free from the Radio, TV and Press sectors and the Manpower Commission.

Mr James Prior, Employment Secretary, is planning to incorporate a new day into the existing three-day week, but to provide a day for the unemployed, and young people in training, and to give the unemployed a day to work, and to give the unemployed a day to work, and to give the unemployed a day to work.

ch' under study

Advisers to Mr. Prior first came to the city last summer in connection with the Conservative vote in the election. The MSC are involved in looking into the role of science in planning to train for industry, but they there are no plans of any kind for an open technical college, or even to look on a local scale but not nationally.

Mr. Basil Hanson, a director of the City and Guilds of London Institute, said that the "idea" of the move towards technical education was inevitable and that the Government was investigating the possibility of setting up a new technical college which would be a combination of a technical school and a college, and would be placed on a site that is a new open technical college.


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Trust in training

and training the unskilled, also getting a better picture because of its improved quality, what probably counts more both with the staff and with Sir Charles F. is that, with increased skill, some of the staff from the public have the training scheme be-

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West Germany

How to read the writing on the desks

By Charlotte Halstrom

In school it is not only the writing on the blackboard that matters. The graffiti on the desks and chairs can be as informative.

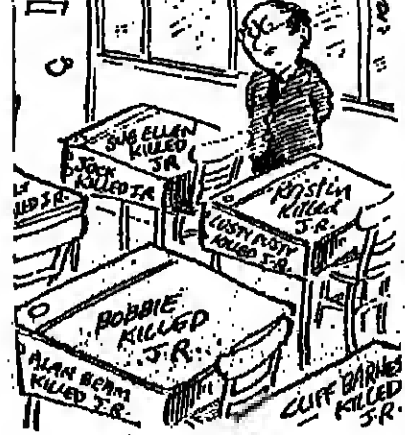
Until now it has been considered a sign of boredom. But an investigation carried out by two West German educationists based at Hildesheim, Norbert Hilbig and Inge Thire, reports that graffiti provides pupils with a "narcissistic satisfaction—a satisfaction which teaching itself fails to provide".

By writing on desks and chairs, and giving expression to fantasies, pupils not only testify to their boredom or dissatisfaction but very often express what is really in their minds.

According to the investigators these "narcissistic" scribbles contain a considerable element of self-assertion. The pupils, they represent "compensation for the liveliness, warmth, affection and attention to criticism which the teaching itself lacks".

Practically every school desk and chair testifies in one form or another to pupils' feelings.

Many desks have drawings which



are obviously escape fantasies: ships, aeroplanes, shining suns, peacocks, islands. These drawings are often remarkably like those in tourist brochures and are frequently the work of many hands, being added to by succeeding generations of bored pupils.

On many desks, says the report, there is a bizarre and disturbing conjunction of love and death in the shape of a cross—as in the case of a desk where the word Love is written on the vertical part of the cross. And practically every desk has the names of stars like Elvis Presley, Olivia Newton John, John Travolta and The Beatles.

This is because these stars are free of the compulsion of every day life, are rich, admired and revered, says the report. Stars break all the norms and taboos which the pupils must observe. Very often the names are written in the case of the stars of the stars they idolise.

Aggressive inscriptions abound, particularly those which betray excessive contempt. Inscriptions such as "I slept here" or "I slept here" indicate that the pupil thinks there is something wrong with the lesson. It is regarded as torture or time killed.

On one desk the investigators even found a small note, possibly a message, addressed to the teacher.

Australia

Tiny budget increase far outstripped by inflation

by Bill Purvis

SYDNEY Australia's Federal Government has allocated a tiny increase in funds for education in 1981, a decision which has been described by critics as a totally cynical exercise.

Mr Wal Fife, the Federal Education Minister, announced that total funding for schools and tertiary education next year would be \$A2,142m (£1,571m).

This is an increase of only \$A5m on the 1980 figure, or just under one quarter of one per cent.

With inflation in Australia still around 10 per cent critics have been quick to point out that the increase which comes in an election year is in real terms more like a 10 per cent cut.

In fact universities and colleges

of advanced education will get \$A18m less than in 1980. However, with a total allocation of \$A1,280m this area still gets some 60 per cent of federal education funds.

Schools get about 33 per cent of the total—an increase of \$A21m to \$A208m.

Finally, technical and further education gets some 7 per cent of federal funds, going up \$A2m to \$A153m.

Releasing the figures, Mr Fife pointed out that although school enrolments had increased significantly the number of pupils enrolled had declined in 1979.

This statement did nothing to placate his critics who included Mr Paul Landu, the Education Minister in the New South Wales Labour Government.

Mr Landu claimed that the Liberal-Country Party Federal Government had turned its back on



Education Minister, Mr Wal Fife: cynical?

the state school system in favour of private education. Mr Fife's figures represented a decrease in real terms of 15 per cent in funding for state schools since 1977, he said, adding it was a "totally cynical exercise" for the Federal Government to announce its funding decisions before receiving the recommendations of the Schools Commission.

Pupils have deep fear of the dole

by Bill Purvis

SYDNEY The Australian Teachers' Federation has accused the Federal Government of deliberately trying to disillusion pupils about employment prospects.

The accusations were prompted by the results of a survey conducted by the sociology department of the University of Queensland.

The survey found that pupils aged 15-17 had a profound fear of the stigma commonly known as "dole-bludging".

It also revealed that one third of young people interviewed blamed their parents rather than the shortage of jobs for their inability to find work. (The latest statistics show national unemployment level at about 6 per cent with the figure for teenagers around 20 per cent.)

Mr Ray Costello, the secretary of the teachers' federation, accused Mr Malcolm Fraser's Federal Government of doing psychological damage to Australia's schoolchildren.

It is perpetuating myths about the nature of Australia's economic problems, and the causes of unemployment, he said recently.

The Queensland children leaved by the survey were left many to the damage caused by ignoring pupils' present needs by failing to discuss and face the 1980s with realism, he said.

Mr Costello also said it was a national disgrace that the Government was not spending every available cent on training schemes. He referred to an official statement that up to \$A25m (£15m) allocated to training schemes for school-leavers would be unspent this year.

"This admission is a damning indictment of the Government's attitude towards the young people facing unemployment," he said. "Those unused dollars are clear evidence that current training schemes are not meeting the needs of many unemployed people."

He also criticized the Government's recent decision to recruit up to 1,500 skilled labourers from abroad.



Bound students are led away after house-to-house searches in Kwangju.

Back to prison again for Korea's student leaders

Philip Brooks on the root causes of recent violence

SEUL Twenty years ago, high school students were the driving force in the fall of Syngman Rhee's government, which indirectly led to the military coup by Park Chung Hee in 1961.

Under President Park's rule the total student population increased from 40,000 in 1960 to about 400,000 today. South Korea is almost totally literate and education is highly prized and respected.

Universally students are however a very privileged minority. Young Koreans normally finish their education after primary school or junior high school.

President Park established a highly controlled education system. The universities and schools were organized along semi-military lines and the only student bodies allowed were the student defence corps.

In 1973 demonstrations against this broke out in the capital and President Park, in his anger, moved Seoul National University, at that time the centre of the city, to the suburbs.

In 1974 further unrest led to the arrest of 200 students, including all 50 members of the Christian Students' Union, an activist group permitted to exist as a Christian organization. The students, sentenced to 10 years in jail, were released in 1975, but were refused permission to re-enter education.

Under increasing criticism from university teachers the President in 1975 promulgated the "professor replacement law" concerning teachers in universities and those in private colleges and universities.

These, formerly for life, were now to be for one, two, three or five years, depending on the maximum of seven years. Under the law, replacement was to take place in February and March, 1976. More than 300 teachers were dismissed at this time and President Park demanded that a further 26 highly respected and qualified professors be sacked. On a university faculty, Miss Kim Oh Kil, balked at carrying out the order.

After the assassination of President Park in October, 1979, the new government of President Choi Kyu Hee announced that the internal affairs of the campuses were now to be the concern of the university rectors. Miss Kim Oh Kil was appointed the new Minister of Education and the students and teachers who had been expelled in 1976 were allowed to return to the campuses.

The academic situation in Korea during the last long winter has been a series of meetings, held by the student leaders to work out a plan of action both on internal university issues and on the national change to democracy.

The expelled students, called "ajillas" who were being allowed to return to the universities, played an active role in these meetings. These students not only had a common experience but had also built up contacts with opposition leaders and groups, to levelled them off in demonstrations.

Singapore

British advice leads to varsity merger

by Teresa Ooi

SINGAPORE Singapore, which has had two universities, Nanyang University and the University of Singapore, for almost three decades, will now have only one, the National University of Singapore.

The merger is to give Nanyang University (popularly known as Nantah) a new lease of life as student numbers have been falling for several years.

When the merger comes into force, at the beginning of the new academic term in July, Nantah will be converted into an institute of technology attached to the engineering faculty of the National University of Singapore, in a relationship similar to that between the University of Manchester Institute of Science and Technology and the University of Manchester.

In the Singapore case, however, the target is to make the institute into a technological university by 1992.

For some time, Prime Minister Lee Kuan Yew has been worried about Nantah's future. It started out as a Chinese university in 1953 and became an English-medium university five years ago, but has never been able to shake its rival on an equal footing.

Many employers regard Nantah as a second-best university, and although at its peak, it boasted more than 2,500 students, today it has only 600.

So last year the Prime Minister asked the chairman of the British Library and former chairman of the University Grants Committee, Sir Frederick Dainton, to do an assessment of university education in Singapore. Sir Dainton, who is also the vice-chancellor of Sheffield University, recommended the merger.

Some academics here are sceptical about whether the conversion of Nantah into technological university within such a short period, can be successfully achieved.

But to show that the government means business, it has just appointed one of its up and coming second generation leaders, Dr Tony Tan, Senior Minister of State for Education, as the man responsible for the merger.

By mid-April it was clear that the power struggle in the government was being won by military supporters of ex-President Park.

Students decided so a "Movement for Democracy week" for the beginning of May. Their demands were that martial law be lifted by May 14 and presidential elections be brought forward to the end of this year. Three hundred and sixty teachers signed a petition demanding support to the students' demands.

On four consecutive days the capital was the scene of massive marches involving tens of thousands.

Finally the student body decided to stop their movement and wait for the Government's reaction. It was swift. On the night of May 17 martial law was reinforced, universities were closed and opposition politicians and student leaders arrested.

The next day students in Kwangju in the south of the country held a protest rally, which, after being attacked by para-troopers, sparked off the bloody uprising which in the first four days left an estimated 260 people dead.

Today, the universities are guarded by tanks. The Education Minister has resigned along with the rest of the Government and the student movement in Seoul has been dispersed or gone underground.

High schools are still open and though both Ministry of Education officials and student leaders are some older pupils were involved in the recent uprisings, so far there has been no attempt to levelled them off in demonstrations.

Soviet Union

West has failed totally to test intelligence, Russians say

by Kenneth Shaw

A totally new method of testing intelligence needs to be created, according to a major Russian research programme into this field.

According to the Ukrainian Institute of Psychology, which is undertaking wide-ranging research into intelligence testing, attempts to measure intelligence in Britain, the USA and other Western countries have failed totally.

The report, published by Russian education psychologists at the Institute of Psychology, claims that most Western intelligence tests require a specialist and mathematical manipulations. Experiments in Britain and the USA are only concerned with evaluation scales and reliability checks, it claims. There is fundamentally no difference between

testing conducted in the 1920s and in 1980.

The long list of criticisms drawn up against Western testing practice includes assertions that they are non-creative, lacking "feedback", and the tests cannot be repeated on the same sample of pupils. Many tests yield bad results because of test nerves, and guessing plays too big a part.

Praising "programmed tests", attempts to use computerised feedback and the basic theories of Piaget, Bruner and Vygotskii, the report recommends that appropriate "critical-assessment approaches" must be developed.

It adds that the concept of "total intelligence" is misleading. A better term is "general mental capacities", and differential testing is probably a sounder approach for Soviet workers in this field.

Sweden

Young think sex more important than religion

by Chris Mosey

STOCKHOLM Swedish teenagers are more willing to accept responsibility and are much more worried about the future and global conditions than their counterparts 10 years ago, according to a unique survey carried out by the National Board of Education.

The board took the pulse of the nation's 16-year-olds 10 years ago, in a controversial report titled *The Teenager and Life's Questions*.

It has just published a similar survey of 2,000 16-year-olds, as a paperback book, *The Teenager and Life*.

The teenagers were invited to say which questions in the survey they thought most important.

They nominated those relating to love and sexuality, unemployment, child abuse and men's responsibility for the environment.

Questions relating to personal salvation and religion were not

regarded as very relevant. These included "Is Jesus God's son?" and "Can you know that you read in the Bible?"

A reply that typifies the more responsible approach to life of today's teenagers was:

"I think that we should have more communication and meetings with human beings in every age group and with the sick and the handicapped. When I think about conditions in the world, I can't help thinking it will be destroyed by war, nuclear power or pollution. We should invent our standard of living to give more foreign aid to the Third World."

A lot of replies revealed inner fears. One girl wrote: "When I feel fear it is above all that I might become pregnant and in that case I fear making the choice between abortion or having the child."

Forty-two per cent of those interviewed said they felt alone because no one understood them and 49

per cent said they felt totally alone when they received setbacks in life. "Nearly three-quarters of the teenagers said school was monotonous. Ten years ago only half those interviewed said this."

When it came to marriage and sex many views went against what is commonly thought of as the Swedish norm of permissiveness.

Ninety-seven per cent believed in faithfulness in relationships with the opposite sex and 74 per cent thought common interests meant a good deal in any relationship.

Several replies showed a positive optimism. "I believe in life. I am rarely afraid. But I have fears about the environment and nature because this can never be replaced once it is destroyed. Everything else you can fight against," said one 16-year-old.

None of the teenagers were named in the report, which is published by Liber, Laromedelager, 162 89 Vallingby, Sweden.

The Queensland children leaved by the survey were left many to the damage caused by ignoring pupils' present needs by failing to discuss and face the 1980s with realism, he said.

Mr Costello also said it was a national disgrace that the Government was not spending every available cent on training schemes. He referred to an official statement that up to \$A25m (£15m) allocated to training schemes for school-leavers would be unspent this year.

"This admission is a damning indictment of the Government's attitude towards the young people facing unemployment," he said. "Those unused dollars are clear evidence that current training schemes are not meeting the needs of many unemployed people."

He also criticized the Government's recent decision to recruit up to 1,500 skilled labourers from abroad.

Michael Heafford examines the recent upheavals in teacher training in France

Avalanche of innovations reveals new problems

Changes have recently come thick and fast to the *écoles normales*, the French equivalent of British colleges of education.

From the time they were set up in the nineteenth century until a few years ago, they recruited most of their students of the age of 15 by means of a competitive examination. Successful candidates were given three years of secondary schooling to baccalaureate level followed by a two-year professional training course.

Then, in the early 1970s, the *pré-baccalauréat* classes were phased out and all candidates were recruited by competitive examination after the baccalaureate.

The *écoles normales* had only just started to take 1974 when a major change was made. It was

announced that the professional course would be extended from two years to three. The first students under the new scheme began studying last September.

The new course has a unit structure and offers its most important feature lies in the fact that for the first time universities are to be involved in its planning, teaching and assessment.

The student teacher who satisfactorily completes all the units will be awarded not only a *Certificat d'aptitude pédagogique* (the traditional primary teaching qualification) but also a *Diplôme d'Etudes Universitaires Générales* (a university qualification).

While the rationale behind this development is clear and laudable—to raise the academic standard of teacher education and to give the trainee a more broadly-based education—it gives rise to an immediately difficult and so far unsolved problem concerning the training of the diploma.

This is simply awarded after two years of study at university and provides the essential qualification for those wishing to continue to the normal university terminal qualifications.

Now if the diploma for *écoles normales* students is to achieve parity with the ordinary university diploma, it must surely enable those who acquire it to pass into the third year of the university proper. However, as there are no indications as to that such a move would be allowed, students are already occupying the new diploma of being no more than a dead weight, a new diploma.

If, on the other hand, the new diploma really does achieve parity

then it will place primary teacher qualifications on a par with those of many secondary school teachers and inevitably lead to demands by the *Syndicat National d'Enseignants* the union representing primary school teachers, for salaries which will be on a par with those of their secondary colleagues.

Even though salaries have obviously risen over the years, the differentials between those of one category of teacher and another have remained virtually unchanged over the past 30 years.

But any such demand for upgrading is not likely to be popular with the Ministry of Finance. It may well also meet with resistance from secondary school teachers, especially if a redistribution of funds to primary teachers is made at their expense.

In spite of the increased length of the new course, it will undoubtedly prove as difficult as always to balance the three basic ingredients of teacher training—the academic education of the individual, educational theory, and school experience.

Although the students will be spending more time in school, the theory-practice dichotomy may well be sharpened by the demands of the diploma and of its university teachers whose research experience is likely to be very remote from the primary school scene.

As far as the personal development of the students is concerned, it is to be regretted that the new diploma remains full and directed with only a limited option of being no more than a dead weight, a new diploma.

If, on the other hand, the new diploma really does achieve parity

tely make a real difference to primary teacher's professional competence.

Indeed, even the exchange scheme which often operates with colleges of education abroad has proved incompatible with the demands of the new regulations.

But however the new regulations work out in practice and whatever solutions are found to their problems, it is certain that the student themselves will endeavour to play a part in the decision-making process. Whether they will succeed in a country where decisions often appear to be taken in high places well removed from the institutions and people affected remains to be seen.

Michael Heafford is lecturer at the department of education, University of Cambridge.

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THE HAGUE

The Dutch Foundation for Experimental Work Mediation (SEW) has proposed measures to smooth the transition from school to work for those who leave school early with their secondary diplomas, and also to help women over 27 who wish to take up professional training.

Thirty thousand young people a year leave school without any useful qualification. The Foundation argues that these young people should be offered a preparation year course in order to enable them to follow different types of job-oriented courses.

It points out the situation is most critical for females who leave school without a diploma. The only inexpensive training schemes open to them depend on their first finding the kind of jobs for which their existing qualifications are insufficient.

This Catch 22 also applies to women over 27 who wish to follow job-oriented training. Schools and colleges offering vocational education are closed to them.

The Foundation makes a plea for orientation courses to be offered to such women, followed by professional training.

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LETTERS

Exams needed
—but on
what scale?

Sir.—Your report "All-night Exam Protest" in Sweden (May 23) is misleading.

There is no serious suggestion that ordinary school work should not be examined. What is at issue is the way in which the results of such assessments should be used.

One issue is how to put assessments on a scale. Since 1952, a five-point system has been used, 1, 2, 3, 4, 5 with 5 at the top; and each point is supposed to be relative to a national level of performance. A normal distribution of 7, 24, 48, 24, 7 is assumed. An idea of criterion referencing was considered, but has been dropped as too prescriptive.

Another issue is whether to have a scale at all: but while a "course token" mark could be used for some things, there is a general consensus that some indication of level of achievement is wanted, even by pupils, as long as that is not the only measure used to give information.

A third issue is the extent to which a school record needs to show grades of performance, on some instrument which has public status. Tests (and marks) are still widely used at primary level, but in more informal "in-house" ways. The current requirement for public awarding of grades is now limited to the Christmas and summer terms in the last two years of compulsory schooling, and terms at the 16 to 19 stage.

Your report mainly concerns the issue of formally recorded school marks as a motivating factor.

Some, such as the Conservative Party of the present Minister (an ex-teacher) is a member, believe that to do this increases effort and achievement. Others are less sure, partly because not all pupils are so motivated and partly because even if they are, there is a difference between motivation within the class and school and the consequences of formally recording these grades as a public record.

This is a topic related to what is probably the most serious issue of school marks as a selective instrument. When only the minority continued at school after 16, a selective instrument at this stage was clearly needed. But times have changed. The vast majority stay in the 16-19 school if only because there is little practical alternative. Increased technology makes it very hard to employ many youngsters who are both legally and, often, socially "not responsible".

When there are few jobs, when low grades from school make it even harder to get such jobs as can be found, when without a job it is hard to get on to certain vocational training courses, and when there is virtual non-selective entry to the 16-19 school (though not always to the line of study one would like), there are many who question whether formal grading of school work for public purposes at age 16 is so desirable.

There are those (including some pupils) who would extend this argument to access to post-19 education: but Parliament does not seem from 1979 all such higher education had to be selective: the alternative was too expensive.

But all this is far from suggesting that school work should not be examined.

RON DOUGLAS,
Chesham House,
Chesham Road,
Chesham.

Set an example

Sir.—At last, teachers have an excellent chance to set a good example in their grading of school work. It is better to take than to give.

All they need to do is to say they will not accept the excuse that the local committee has overruled them by mistake.

This country now needs an honest example of care and consideration, irrespective of politics. They are teachers of children, and not of politicians.

D. MINTRE,
14 Bileford Road,
Epsom, Surrey.

Salary that's more
like a grant

Sir.—The country is screaming out for more and science teachers, we are led to believe. The Clegg Commission suggested pay increases for teachers to bring their salaries into line with similarly qualified persons in industry, we are led to believe.

As a final year undergraduate in chemistry, I must confess to being confused. My friends who are going into industrial posts offer gross salaries of £5,600 per year as a starting salary (the lowest I have heard of £4,200 plus company car). Next year I shall still be a student grant while I do my PGCE, the full grant being £1,450, in order to start teaching on a salary which I guess will be c. £4,500.

Is the DES trying to stem the

already small stream of science graduates into teaching by trying to give them another grant in their first year as a teacher? Yet I seem to remember proposals of incentive schemes in attract people to teaching, especially in the sciences.

Or maybe the DES does not like the thought of our present young generation getting a decent education in classes with a respectable pupils/teacher ratio? Perhaps the DES might consider teachers paying them for the privilege of having a job?

C. B. FAUST,
Manchester Road,
Heaton Chapel,
Stockport.

Language examination methods are
insult to mature students

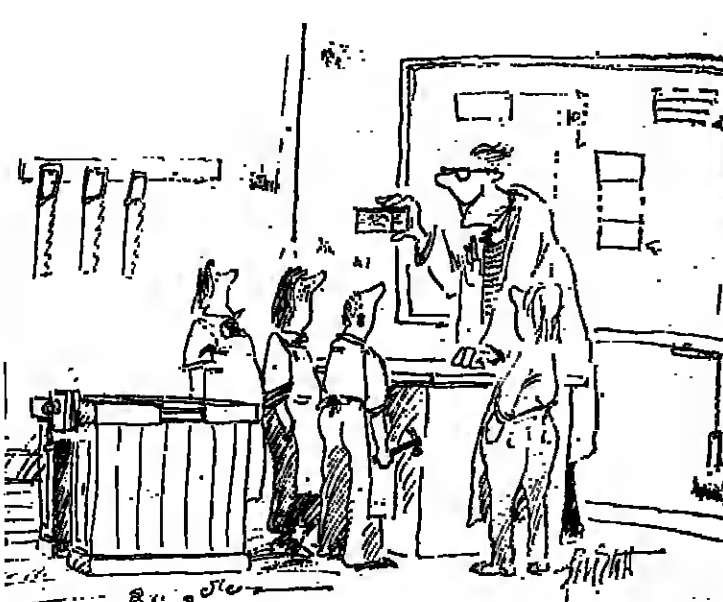
Sir.—It was very encouraging to read the article published in *The TES* (May 23) concerning the unsatisfactory nature of modern language examinations. The views expressed reflect exactly what a number of modern languages teachers in the London Borough of Hillingdon have been saying for many a year—as I am certain have many colleagues all over the country. It was not surprising that this criticism should come from such an enlightened body as CILT—It can only be hoped that those who dictate the content of modern language exams will ultimately take note.

Without wishing to labour a point well made in the article, the necessity of teaching pupils along the lines dictated by current examinations strangles the interest in foreign language learning which contrasts to what might be thought is very high among many of our

pupils today. It is insulting to their maturity to offer them everlasting pictures of conjuring boats, and small-time lawbreakers, etc.; somewhat akin to offering an Enid Blyton book to someone who has just appreciatively read *Proust*.

On the credit side, we have just finished conducting our O level French oral ourselves (Oxford Local Exams). We were very impressed by the brief received from this Board, which enabled us to have a genuinely interesting conversation with our candidates during the course of which we noted their use of verb tenses, pronouns, etc. and marked them on impression on a simple scale of values. What a shame though that this only accounts for about 10 per cent of the total.

However, all is not black. I am sure many modern language teachers would be interested to hear about a Mode 3 O level examination in French that we have compiled to Hillingdon in which all the material for translations and compre-



Something a little less traditional now boys—a silicone chip holder.

No outlet for
maths skills

Sir.—Science and Maths are "women" (May 9). We read something similar most weeks.

Is it really only money that stops well-qualified people taking a career? Many advertisements say something like "must be interested in the whole range". Most mathematicians know would not consider money, such an advertisement, since it is Mathematics they want to teach and, on the whole, that is not what is required. Social Arithmetic would be nearer the mark.

Of course twelve-year-olds must be taught to tell the time if they can't already—it is not that, but I left industry for teaching, that is not quite what I envisaged doing.

If dozens of contented mathematicians write to tell me I am quite wrong, and that the occasional "O" or "A" level class is sufficient to let for their skill as mathematicians, I shall be very glad.

S. GUY,
42 Canterbury Grove,
London, SE27.

Main point of Briault study

Sir.—In discussing Professor Briault's study on falling rolls, Maurice Holt (May 23) has missed its main point. Suppose we all agree with Mr Holt (as I happen to do) that there is no reason why a common 11-16 curriculum cannot be offered in a reasonably standard five or six-form entry 11 to 16 school.

How does that help? The Briault study (page 216) gives an example of an area where, if nothing is done, the average intake to the secondary schools will be about 80 by the mid-1980s. In this and many other areas, amalgamation is required not to make schools large, but to prevent them becoming tiny. Professor Briault would prefer to see more

unamalgamated than simply reducing five six-form entry schools to one large school, but that is a matter of degree and not the essence of the case.

Finally, can I disturb Mr Holt of the notion that amalgamation is a "tempting" way to get for the average and "knock schools together"? Tempting? Easy? Not really. Mr Holt. The easy way for administrators to do is to spend the money on curriculum development and

PETER NEWSAM,
Educational Officer, ILEA,
County Hall,
London, SE1.

The damage done

Sir.—After teaching for the past eight years in a large 11-16 comprehensive school, in a scale 4 post, I alone in complaining about insufficient curriculum time to propagate the virtues of our worst pupils; namely, those who are found guilty of not enough recognition of the damage done to good pupils and teachers by "difficult" pupils. Inefficient support from the head, when lengthy suspension is needed, and lack of strong action by the L.E.A. in cases of assault on teachers by pupils.

R. J. DELL (Mr.),
14 Bileford Road,
Epsom, Surrey.

Deaf girl's case: A disgrace she wasn't
given chance to compete equally

Sir.—I was distressed to read in *TES* (May 23) of the deaf girl who was refused assistance with an oral comprehension test and who may fail her CSE English as a result.

I am ignorant of the girl's degree of deafness or lip-reading ability, but I believe I can readily assume that her communication skills are of a sufficiently high standard for her to be sitting an English examination at CSE level, and this is an "ordinary" school. It is not only a disgrace but a

disgrace that the examinee vetoed a solution by the girl's teachers to read her a transcript of the test so she could lip-read.

Even the mildest degree of hearing loss means exactly what it says: a loss of hearing, an inability to comprehend all of the spoken word. Add to this the assumed ability to catch the odd syllable, the infrequent word, the belated, crucial phrase, and you have the extreme dimension of lip-reading. With this dimension at its most gifted, there is no way a deaf girl can compete

can equal the area and add to it with which the spoken word is comprehended by the hearing person.

In denying this girl the chance merely to compete on a level to her classmates, one suspects that equality of opportunity has been placed in her education. And the area of favouritism has become large and has been found impossible to deny. Hearing Impaired Unit, Downsdown Middle School, Newport, Isle of Wight.

LETTERS

Elitism of French engineers
creates more real wealth

Recently I spent a short time visiting training and educational institutions organized by the *Chambre de Commerce et d'Industrie de Paris* and was amazed at the success of their efforts in the French capital and its environs. I visited colleges concerned with the teaching of secretarial and commercial subjects at a high level with graduates or baccalaureate entry requirements. The staff earn salaries above those in state education departments; and the buildings and equipment are of a very high standard with substantial supporting ancillary staff.

The chambers of commerce and industry in Paris, and all over France, operate quite independently in the field of training and education. They have statutory rights to raise money by a special payroll tax on all types of business, large and small. Employers must release employees for courses until they are 18 years of age, but costs may be offset against company tax.

I visited the *Académie Commerciale Internationale* du Centre de Préparation Supérieure au Secrétariat et à l'Ecole Commerciale de Jeanes Filles, where I received every opportunity to discuss courses with staff and students. I discovered

that English or another foreign language was compulsory and that there was great competition to enter the colleges. Good jobs were almost certain at the end of the course to successful students. As staff are expected to be involved in business during certain periods of the year, and employers are directly concerned with organizing and financing the colleges, very high standards are attained in course and examination work.

The chamber of commerce and industry is also concerned with the organizing and financing of general and specialist engineering colleges throughout France and, perhaps because of this, there is no shortage of engineers in France, and the demand for French engineering products and technology.

Engineers have a very high status in France and I believe that this sort of elitist products a lot more real wealth than the British type of elitism. No doubt, this is reflected in the increasing number of French motor vehicles on British roads. France has achieved the position of the world's fourth largest exporter of motor vehicles.

There are about 100 engineering colleges in France organized by the chambers of commerce and industry and about 10 of these are of such a

high standard that they require candidates to pass a competitive examination, by further study, usually two years after passing a science baccalaureat. This is very different from the British position, where facilities of engineering in universities and polytechnics have great difficulty in getting well qualified British students to fill their courses.

The seriousness of this matter has been with us for many years and the *Rennison Report* confirms it. Will governments continue to ignore it until it is too late?

We are much too complacent to the United Kingdom towards technology, in spite of all the concrete evidence of our decline in this area. If industry was directly concerned with the financing and management of this branch of education and vocational training? With knowledge of their own needs and their expertise, surely industry is much better equipped to see that the money is spent wisely and with greater effect than under the present system. Costs to industry would be off-set against Corporation tax and it would release local authorities from some of their present financial difficulties.

J. F. THOMPSON,
Senior Lecturer,
Department of Business Studies,
North Oxfordshire Technical College
and School of Art,
Banbury, Oxon.

State shirks book provision duty

Sir.—I should like to congratulate you on the excellent piece of research into parental funding for school books (May 9). This is confirmed by a large amount of evidence received at this office which shows clearly that local authorities' long-established inactivity about school books has now allowed the situation to become desperate.

There is no doubt as to where the responsibility for school book provision lies, in law, Clause 8 of the Education Act for England and

Wales states that "schools shall be responsible for the provision of books, material and other articles which are necessary to enable the pupils to take full advantage of the education provided". While parents who raise funds to assist with their children's education deserve nothing but praise, it must be made clear that they are now being forced to take on a duty which is being shirked by the state.

JOHN R. M. DAVIES
Director,
The Publishers Association,
10 Bedford Square,
London WC1.

BED: Unfair
sideswipe

Sir.—While agreeing with Mr Mullaney (May 23) that the threat—five million Soviet students, armed with the power of the "upper reaches of calculus"—are ready to unleash intellectual war on the underdog, "mathematical" students of the West. The fact that "every Soviet secondary school" apparently leaves "military" mathematics as a compulsory subject, apparently leaves "military" mathematics as a compulsory subject, apparently leaves "military" mathematics as a compulsory subject.

It is true that when the Robbins Report and the BEDs were introduced in the mid-sixties the final examination year was largely theoretical, but the new type BEDs introduced during the last five years, when students are only now entering the schools, have been planned to integrate professionally relevant training throughout the three or four years of the course.

There is ample evidence of this in recent publications, not least the report of HM Inspectorate, Development in the BED Degree Course for Mechanical Engineering designed and published by CNA as there is the further requirement that serving school teachers should be on the examining boards, the validating boards, the examination boards of all teacher education courses. Moreover, teachers' associations have full membership of the centrally organized for education.

The British may be assured that the state of teacher education units, the vast majority of whom have considerable behind teaching experience, are very competent to judge the importance of thorough professional training, which only the three or four BED degrees can give.

JOHN STRONGER,
Council Leader,
Midvale Polytechnic,
Bristol.

The power of 'upper reaches
of calculus' is new threat

Sir.—Tom Mullaney (May 23) has discovered another threat to the Soviet threat—five million Soviet students, armed with the power of the "upper reaches of calculus"—are ready to unleash intellectual war on the underdog, "mathematical" students of the West. The fact that "every Soviet secondary school" apparently leaves "military" mathematics as a compulsory subject, apparently leaves "military" mathematics as a compulsory subject.

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After reading his article one is left with the vision of an amphibious landing on the United States coast, of a platoon of Soviet students, each capable of solving one hundred integrals per minute, who lay waste the California Institute of Technology before our defenceless American students have time to switch on their calculators.

Mr Mullaney, Soviet education is not some distantly patchy hatched by freedom-loving Americans in the Kremlin. It is the product of a socialist society and has its roots in the Russian Revolution which transformed a backward and illiterate country into the state which launched the first human being into space. Soviet education reflects that country's social organization and social priorities. It is not simply the offspring of the "policy planners" to be changed by a whim and as a momentary policy.

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For full details of courses contact
Information on Courses,
Avery Hill College,
Hexley Road,
Ilkham, London SE9 2PQ.
Tel : 01-850 0081.

Pilgrims Language courses

**THE
TIMES LITERARY SUPPLEMENT**
Every Friday

Two things follow from this. First, if it seems to me, First, in this place, success will go to the factor who first gets the computers. Second, the people who are the most skilled people are often not employed for reasons other than their knowledge, which will nevertheless be more important than a knowledge of the computer-whiz-bang idea. In other words, there is a need that general education should include more acquaintance with the computer and its functions. People, the schools will or be, who appears to be the element of the minor development: from minor to plans, as there are already abundant examples of this. For the

The working party set out to show how their pupils' languages and dialects were not often left at the school gate. They were not problems, but a rich resource for learning about language and language. Language diversity can be something multi-dimensional.



Control to such a programme attitudes, to language, ideas about correctness, appropriateness, effectiveness. Children who are to develop a successful, confident users of language have to be encouraged to look beyond habits and prejudices, too, often endorsed

the story's supernatural happenings, were many things needed explaining.

That episode exemplified for many teachers the problems as well as the success of the undertaking. It made it clear, above all, that before any of the work they were proposing could go on, the

This is an extract from Languages and
Dialects of London School Children: A
Investigation, by Harold Rosen and Tom
Burgess, published last week by War
Lock Educational (£8.75).

features

Adventures in the neighbourhood

Roger Housden visits the St. Paul's Project,
which organises community activities

ranging from tree-planting to alternative education

Prince Charles visited the St Paul's Project in Balsall Heath, Birmingham, last week. When I arrived there a couple of months ago I wondered whether I had come to the right place.

I was in a street where half the houses were empty, and the door I walked up to seemed to be no more a portal of life than its boarded-up neighbours. I was about to turn away when the project secretary opened the door, and said that everyone was round the corner at a tree-planting ceremony. Dick Atkinson, the project co-ordinator, was expecting me to join him there.

On turning the corner I was faced with a piece of wasteland in front of a railway line. A small crowd was gathering, and council workmen were busy planting the new trees. From nowhere a long crocodile of children appeared with their teacher, followed a moment later by an even longer one from the primary school nearby.

Everyone clearly knew each other, and the whole event seemed less of a tree-planting ceremony than an excuse for a friendly exchange of greetings on a cold March morning. It was my first hint of the kind of spirit that pulses through these unassuming streets.

The Prince could hardly have visited a more lively place. In the past 10 years this community has developed its own independent school, adventure playground, day-care nursery, community centre, newspaper, and just recently its own farm. It has also built its own sports pitch and running track.

It has shown that working class communities are able to generate and maintain for themselves agencies that are usually grafted onto their society by some more distant authority, or by some alien team of social workers. All the various activities are collected under the umbrella of the St. Paul's Project.

Across the road from the tree-planting ceremony, the Adventure Playcentre was just opening. It was here that everything really began. Some 10 years ago a couple of neighbours decided to start a playcentre in their back garden so that the local kids could have somewhere to go other than the street and the derelict houses.

Numbers grew quickly, and under the aegis of a local neighbourhood association they applied for a full-time play leader. Soon afterwards the council gave them the wasteland that the playcentre occupies today. Some 350 children now use the playcentre regularly, with a wider circle of a thousand using its facilities from time to time.

On the initiative of some other locals the nursery centre followed quick on the playcentre's heels. Again it grew out of a real need, in an area where the majority of mothers are out of work and there is a great lack of pre-school facilities. Many single and working parents are unable to use local authority nursery schools because of their restricted hours.

St Paul's Nursery Centre is conveniently open from 7.30 am to 5.30 pm

and provides breakfast, dinner and tea. With a staff of two teachers and five nursery nurses, it manages to combine the functions of both nursery school and day nursery, and has acted as a working model for the local authority to develop similar schemes. Although many parents are subsidized by the social services, everyone has to find a minimum weekly contribution of £1.75.

The project as a whole feels that fees

are important, however small; they encourage in parents a sense of belonging, and emphasize that what is being done is really possible with everyone's help. St Paul's knows nothing of well-intentioned do-gooding.

The nursery basement serves as the workshop of the community craftsman, who is on the staff of the project. He works not only with the children from St Paul's School and the Playcentre, but

with local people who want to learn to make household equipment and furniture that are becoming all too expensive to buy.

In the evenings and at weekends of nursery becomes a community centre with a full diary of the usual events. Before, no community facilities existed in the area at all. Out of this branch St Paul's has sprung the major event of the year, the Balsall Heath Carnival.

St Paul's School germinated seven years ago, when the playcentre started to notice the frequent presence of teenagers who should have been at school. They were representative of the secondary school pupils who, for various reasons found the large, impersonal comprehensive too much to cope with. They had in general managed well enough at junior school, which was sufficiently small and personal to provide security and stability.

But after a year or two of secondary school, they actually knew less than they did on leaving the juniors, and had no all sense of personal worth and no bargaining. After discussing the situation, a community meeting, some parents and Dick Atkinson and another qualified teacher involved in the project if they were to start a school specifically suited to the needs of their children.

In 1973 St Paul's School began in five pupils and two teachers in one of the empty houses in St Paul's Road, now fills two houses, with 25 pupils on a staff of five. There is a CSE group, pre-CSE class, and a third class comprising others drawn from the first two years of secondary education. School fees are £1 per week. In September St Paul's School will be moving to the vacant junior school building, and numbers will edge up to 50.

Of the five teachers at the school, at any one time are on secondment to the community. One has recently been directing the local Youth Theatre Group's latest production, which is children—drawn from several schools—wrote and prepared themselves. The other is preparing a history of Balsall Heath, one result of which will be an educational pack for use in all area's schools.

Like the other aspects of the project, the school is inseparable from the community around it, and pupils and teachers are friends and neighbours at the same time as having something of the more formal relationship required for the running of a school. The pupils are open from 8.30 am to 5.30 pm, and before and after leaving the children can have tea, drink, and the teachers or play 'shooker' billiards.

These periods outside of formal school time are when some of the most important work gets done. The teachers are then able to meet the children at close and individual level, and help them with their more personal problems.

In a context like this it is hardly surprising that discipline does not present much of a problem. Homework is regular and considerable, and no one gets away without doing it. The very atmosphere of the school is one of engendered enthusiasm for activity.

When they first come, most of the pupils consider themselves failures socially and educationally, and it is unknown for the occasional occasion from life by lying in bed all day. The school is very strict about attendance, being on time. Now and then, it involves the teacher having a key to a particular pupil's house, and going round just before school to see him out of bed.

New parents have to sign a form agreeing to uphold the requirements of the school. Many of them are single parents with large families, and are too glad of the teachers' unorthodox methods.

The school's attitude to work is one of its ways of rekindling in the children a sense of self-respect. Just as one of the most anti-authority children in the school, 'Now everything's better than it was before', she has been made to go. Any duty she has been made to do. Any she is not very good at she will work the harder on and at the back of English book she has made a little for wrong spellings. She sees the school now not as a taskmaster, but as a resource.

It is a normal occurrence for the group to get together independently

work on ahead of the current lesson in their book. They know that people do pass exams at St Paul's, and that they have the capacity to do so as well. One of these 'failures' has just passed his levels, and although he tries to keep it to himself (in case he doesn't get in), everyone knows he is trying for university this year. Of the 45 pupils who have left the school in the past six years, only three are out of work.

Last year the whole school made the costumes and painted the scenery for their float in the Balsall Heath Carnival. They won first prize, and the carnival now has an integral place in the work of the school year. Everyone also collaborates on the production of the school magazine, 'The Hothead' and so successfully that it grew into the community paper, and now has one full-time project worker responsible for it. Though the pupils were glad to see the unexpected results of their first efforts, they were reluctant to see their magazine pass out of their hands, and they started another, now called 'Working Our Way'.

Every Friday the school lunch, for 30 people, is prepared in rotation by the pupils themselves. Problems remain, of course, and a day rarely passes without someone's personal difficulties coming to the surface. Yet collective efforts like these would be an achievement for any school, and are especially so for the pupils of St Paul's, who generally share on starting at the school a deep sense of inadequacy and a considerable nervousness about their capacity to get on with school.

Just under half the timetable is devoted to community studies. A different theme is taken each term, and all subjects are brought into the session. This term the theme is spare time occu-

parinas. Last term it was neighbours, which involved the study of each other's countries (Balsall Heath is a multi-racial community). Each term's study has a practical end product in show for it, and last term a recipe book was compiled from a neighbour's contributions.

Maths, English, Art, and practical subjects make up the rest of the week. In the last year the academic ones concentrate on 'O' levels, while the others go out on work experience for one day a week in local shops and businesses.

Faster this year the whole school went on a cycling tour of the Cotswolds for a week. Last year they went to the Peak District, and the year before that to Snowdonia. These are field trips rather than holidays and, like the community studies sessions, they serve to combine all subjects. Diaries are kept, questions are brought back (for research, and experiences fill a whole issue of the school magazine.

'I'm working for the project for a simple enough reason', Dick Atkinson commented. 'I enjoy being employed to better the environment that my family is growing up in. It is not a philosophy that keeps the project workers together so much as a wish to respond in our own very different ways to the needs that we see around us. People here are willing to work to improve their various facilities because they run them themselves.

'Almost half our budget (it will be £180,000 next year) has to be found through fund-raising. Last year £14,000 was collected locally. The only vandalism we have had is when the goat got out of the playcentre and ate somebody's vegetables. That was the final straw which resulted in the council giving us a grant to run a proper farm. The buildings have just been completed.'



The farm is the latest addition to the project's facilities.

EDUCATION Governors are a good idea

Ten years of campaigning have brought success

to the National Association of Governors

and Managers. Margaret Prosser describes their achievement

It was a strange group which sat down to tea and cucumber sandwiches with a headmaster. Old gentlemen, muffers, and old ladies, felt hats held down by sleeping hair pins.

The staffroom windows, hastily flung open to rid the room of the fumes from the teachers' end-of-a-long-day cigarettes, were as hastily closed to protect the visitors from bleak country air. The room seemed enveloped in age and hearing the and hushed voices, relieved only by the harshness of the tea-squirrels and two animated younger ladies, discussing bridge and falling standards at the same time.

It was my first school governors meeting, and it took place three years ago, at a time when financial cutbacks were already posing serious dilemmas for the school, and organizational upheaval was in the air.

Now, everything's better than it was before. The school is in a common with such problems. The old gentlemen, the muffers, and the ladies, on the other hand, did have something in common. They were all places on the board of political patronage.

It was their reward for hours of canvassing and fund-raising for the big political parties—not that the public or even their colleagues within the school would have known how the patronage had been

shared, for these people would simply be termed on the necessary documents 'local education authority nominees' or 'co-opted by the local authority'. Yet, almost unheralded, the political patronage system is being thrown out. Ten years ago it had a complete stranglehold. You did not have a chance of adding your voice to the board unless you had knuckled on the requisite number of names on behalf of your candidate and kept your party card up to date.

Now meetings, such as that held three years ago, are becoming less and less the norm. And much of the credit must go to the little published but quietly effective pressure group formed in the beginning by disaffected managers and governors.

The National Association of Governors and Managers. NAGM notices up its tenth anniversary this year and is succeeding by doing exactly what the name suggests—negotiating and nudging persistently. It is succeeding by always doing its homework. Monitoring, checking, rewriting, recording. Without NAGM, the Taylor Report would probably never have been written in the way it was. Although the report would not endorse every sentence, it was a landmark. Many governors and managers were coming to the conclusion that the system of which they

were the front line was fit only for abolition. Not only did they feel disquiet at the manner of their appointment, they wondered whether the narrow limits of their duties—when they could find out where these lay, and that was no easy task—could give them any effective responsibility.

'It was a system that clearly wasn't working', says Barbara Bullivant, NAGM's Secretary, an experienced school governor and wife of a Sheffield comprehensive head. 'It didn't seem to be fulfilling any suitable function. We wanted to develop the work of governors and involve the local community. We were not there to be rubber stamps for the head. And we tried to point out that it wasn't necessary to have political domination.'

Attempts to remove the basic political element meant creating a broadly-based group with no political allegiances. Old campaigner Tyrrell Burgess started the ball rolling with an article in the TES which he now paraphrases as 'School governors are a good idea, but why don't we have some parents and teachers among them?'

Those who sympathised were asked to write to him. They did, very forcibly, and from opposite political bases. Concerned last anyone should think NAGM was initiated by 'trendy lefties', he points out that among those to hold office in the early years were Sir Geoffrey Howe and Lord Brittain, while Edward (now Lord) Boyle chaired the inaugural meeting.

But what substitute could be found for the patronage system? In choosing a community-based alternative, as their goal NAGM mirrored the late 1960s and 1970s upheavals in community participation. Barbara Bullivant put it like this: 'We were pushing at a door which was prepared to open.'

Thus NAGM was launched on a policy advocacy governing boards designed to reflect the 'four equal shares' of a school's interested parties: the parents (and in schools with sixth forms the pupils too); teachers; the local community; and the local authority. The Association was helped at this time by a radical change in many areas, where local education authorities switched to individual boards of managers for their primary schools from the previous system of grouping half a dozen primaries under one board. In larger authorities this meant that up to 400 new managers had to be found. There was a limit to the number of loyal party workers available. Some cases of loyalty were regarded with up to 10 managerships each, but by and large it proved impossible to extend

patronage to those lengths. Slowly, and with dire warnings of the risks involved, 'ordinary' people with no axe to grind, and the simple desire to make an effective contribution to their local school, became involved in boards up and down the country, although of course some local authorities recognised the new mood sooner than others.

And the warnings? Paraphrasing, it was said, would bring too subjective a viewpoint to the work, be concerned with their own child and left to 'take a wider view. And what about confidentiality? How could you discuss staffing problems if you have got one of the sixth form looking over your shoulder?

Privately, local politicians feared losing a power base which they failed to see was mythical, in that it merely gave the real strength to head teachers and education officers. But the reformed boards got on with their jobs, and the problems did not materialise.

Instead, the reforms have brought a new dimension of trust. Barbara Bullivant explained: 'As governors, we hold a sort of Janus-like position. We're there on behalf of the local authority, and in a sense we're mediating between the school and the outside world and the outside world and the school. By involving the community, we have won a lot of support from the community. That has meant more effective governors, and therefore better schools.'

Meanwhile NAGM backed up its policy by pressing for training for governors and managers. Now most authorities have some sort of training scheme, and the Open University will this year hold its first course for governors. Summarising NAGM's work, Tyrrell Burgess says: 'Our real success has been to re-write the educational case for the governing body. We have re-written the philosophy of the school, and given a practical example of how it could be done without legislation, through parents, teachers, the local community and the local education authority. I'm quite sure it was of immense importance to revitalize governors, as a way of getting schools to maintain their standards and aims as responsible units, each with a body accountable.'

NAGM will go on to press for closer association between schools and the communities they serve; to develop the governor's role; and to share its experience with new governors and managers. Tyrrell Burgess says that they also aim to fight against the Government's determination to centralise and direct, in the belief that democratic, informed and vigorous governorship 'can benefit the whole community.'



Picnic time for some of the children at St Paul's.

Michael Atkinson

Philip Fowke (pianist, 29) reviews the life and work of Arthur Rubinstein (pianist, 94)

Caviare to the general

The sad knight of music

Arthur Hutchings reviews a biography of its maker

Lady Macbeth, six months gone

Honey still for tea

judged inadequate, might not have been the best for literary criticism or travel-writing or even lively, popular correspondence? There is plenty of time before him.

A stranger attempting to approach him would be disappointed by his reply. If a man is known by his friends, then Brooke must have some quality his people like. He seems to suggest, "People like me, I think, are not so much interested for instance, were not to be taken in by a pretty face and a practical charm. (If only one had thought of questioning them!) Yet it is not so. Rupert Brooke's miscellaneous poems suggest the mariner sort, delighted contemporaries, His travel-oriental certainly show a quick eye for the new, and his letters are, needless, only too well-to his lively 'fluo writing'."

before him. Should the poet be judged inadequate, might not the fact be for literary criticism of travel-writing or even lively, if rather commonplace? There is plenty of time before him.

A stranger attempting to appreciate these hopes is conscious of two things. If a man is known by his friends, the Brooke must have some quality his writing does not seem to suggest. People like E. Goswami, and Gwen Raverat, for instance, were not to be taken in by a pretty face and a practical character. If only one knows the name, the quality has to be recognized in the sample here.

Rupert Brooke's miscellaneous poems suggest the mercurial, delighted, contemplative, his travel-writing certainly shows quick eye for detail and the enthusiasm that lends itself only too readily to the love of "flow writing."

RKP

EJ Arnold Publishing

talkback

Has nothing changed?

Suzanne Yuille

I have always tried to do the right thing by my children. I had imposed upon myself that when my children started school, there would be a great deal that would seem strange to me.

Knowing little, but having heard a bit about the primary classroom of the seventies, I envisaged alien maths systems of coloured wood, calculators in the corner, sex education at five, and tiny tots creating inspired writings with awesome vocabularies.

I determined that I would not be shocked or surprised or dubious: I would see it all through the children's fresh young eyes; and in all things I would support the school and the class-teacher.

It has taken me several years to digest the fact that the education my children are receiving is closer to that which my mother received 60 years ago than that which I received 30 years ago.

The classrooms in our village school in Scotland of 200 pupils look modern enough: children sit in groups, not rows, and modern aids such as reading laboratories are evident. But there is a "top" and a "bottom" of the class, which the children are very much aware of.

My children have to cope with an intensely competitive system, including merit marks and demerit marks for all their work, adding up to a public ceremony in the village hall to announce the 1st, 2nd and 3rd child in each class at the end of the year.

Equally difficult for me to comprehend is the moral tone of the staff. A child who fails to perform well in class is labelled as "naughty" or "lazy". I humbly accepted this labelling of my son, until I realised what a meaningless and unhelpful description it was for a healthy eight-year-old. Lazy? He could not keep still for a moment and at home would become interested and reasonably proficient in anything that was on the go: baking, decorating, building, dismantling, digging, car maintenance; at most things, he was eager and able.

"They all are at that age, unless there is something seriously wrong somewhere. I found it difficult to understand why there was no attempt at school to find out why he was not coping well."

Nothing had prepared me for the sharp, clear division which school imposes on the whole of life. Even the five few days the children are made painfully aware that there is a world of difference between work and play.

Previously, everything was fun: anything, except football, was done like a game, everything connected with reading, writing or numbers was work, which forms part of an allotted task, and is therefore no longer undertaken voluntarily.

These activities are all important, and push other activities into a second-rate conglomerate mass. Leg-building, painting, physical education, dancing, playing shops, and watching television are all classed as not work, and can only be indulged in when work is finished.

Right from the start, the allotted tasks of reading, writing or number, must be entirely completed before the child can proceed. If he does not finish in the morning, he sits in front of the same task in the afternoon, while other more speedy fellows may be painting or playing.

If it still defeats him he must bring it home in the evening as an addition to his compulsory homework. Similarly, if a child has failed to make a diligent effort at his class-work, he may be denied the gym lesson, and left in the classroom with a few other miscreants to plod out with the dreary task.

Many of their tasks do seem dreary. I have to try hard not to sympathize with the children (after all, I mentally vowed to support the teacher). But inwardly I believe that the joyful eager world which I had thought was the right of every six and seven-year-old, has been denied my children.

The stereotyped teaching, with its emphasis on correctness, can make little use of pre-sensory learning. The large vocabulary the children have from all our early reading and talking together is of little value in school, as talking is not encouraged, and they cannot yet spell the words.

Correctness is far more important than content or enthusiasm. A simple sentence correctly written may be ticked, but an idea, or an interesting description with carefully chosen words wrongly spelled, will be riddled with red ink and need to be rewritten.

When my son was six years old he discovered the wonders of the Lake District on a weekend camping trip. He was absolutely thrilled by the experience and thought he had found paradise. He talked about it endlessly at home, but when I asked him if he had told the teacher about it, I received the usual non-committal answer.

Much later, I found the entry in his school diary book: "We went to the Lake District"; to him it meant so much, to his teacher it meant simply two words inconspicuously spelt, and the page was well marked with red underlinings and question marks.

I realized then why he refused to put anything that matters to him on paper; he will not risk having his personal ideas squiggled all over with red ink. It has also led to him putting as little as possible down on paper: the less he writes, the fewer corrections he will have to bring home.

I have asked at school what opportunities there are for creative writing: there are none. Correct spelling and neat writing are always more important than content. The majority of the children in the village read fluently and write neatly, but I feel they have paid a high price for their accomplishments.

Suzanne Yuille is a parent living in Midlothian.



Being themselves

Elspeth Burridge

I work on an adventure playground in a London borough, a job which doesn't easily fit into any category. One is neither a teacher nor a social worker.

There are of course elements of both in the work, but a playground is specifically the kids' own area. Sometimes it is best to fade into the background, usually one has to both play and lead, directing the kids away from boredom or destruction.

Of course, there are any number of bad playgrounds around, but usually they make their jobs harder for themselves and don't last long. Bored kids are much harder to handle than busy ones.

The job is one of ups and downs. Difficulties are frequent, and feelings that one is of long term value fairly rare. Certainly we help on a day-to-day basis. Many of the kids really would be out on the streets, riding, breasting in, etc, if they weren't with us.

Mums knew that their kids are relatively safe with us. Some use their kids' affection and interest, we listen to them talk, and we advise them. I'm amazed sometimes that they know so little about their education, shocked that they leave school with totally unrealistic career hopes.

We also take them out of their immediate world on day and camping trips. Most of our kids, even at eighteen, expect perhaps for a trip to the West End once a fortnight, never seem to go out of the bor-

ough. Not much further off the estate than the nearest pub.

It's a revelation, and fairly pathetic, to see kids who, on the playground, seem tough and ultra-cool become nervous and unsure as soon as they are out of their own environment. In the course of many outings I've never yet lost a child.

A playground also provides some consolation for living in the city. There the kids can escape from the adult world, have space to play, climb, taste the sensation of danger, take risks, all essential parts of growing up.

Around the blocks of flats on the estates are bare patches of grass, open to the road except for a spiked fence, flat, treeless and small. We provide a substitute for trees, wooden structures with ropes to swing on, long slides, artificial substitutes for a natural environment.

These have to be built, maintained, altered and, when the ropes are up, supervised. They are much more exciting than fixed structures, and can be altered to suit demand (for smaller or larger children).

Our playground, like most others, also has a building, inside which, chiefly in winter, we attempt anything, and everything, we think the kids would like to do. Girls are often harder to entice over than boys, who have more confidence and outside interests and less domestic duties.

They are also more willing to put up with the cold and the rain, uninviting atmosphere in a windowless building. However, once there the girls are often willing to try everything, including work — or "boring", as they call it.

We also paint, do enamelling, jewellery, candle-making, make marionettes and play games. Usually the kids are not full of ideas themselves. When asked: what they would like to make a film about they bemoaned with tale-

vision names: The Hulk, The Professionals, etc.

Although they will try new things, they bore easily, and are very destructive. They will pull down the most popular articles and hit the radio with a hammer.

They can also be violent: kids have been known to turn a play-leader, especially new ones. One learns to avoid such combinations.

It is, of course, obvious how violence is learned, angry talk can be very threatening. I do think young Johnny left a scarred right! Verbal abuse too, ever, is all part of the fun, and of the best things about being on a playground is the way the sharp humour, the quick return to the constant mickey-taking.

But kids who at eight seem bright and quick will play inactively on the job except at eighteen. Playworkers do at first listen to and encourage these kids — a responsibility which schools and parents don't always have time to fulfil.

In inner city areas I believe playgrounds are now a necessity. Mothers are out at work, we provide some constructive for the kids to go. In summer we have 150 kids on site, at any one time.

At a time when cuts threaten hospitals and schools, play facilities are bound to be vulnerable. Many of the kids who would be affected already have very poor homes, inadequate housing and judging from the results, poor education.

Too much of their lives is spent in an attempt to be miserable for their parents. Playworkers let them be themselves.

Elspeth Burridge is play leader at Barnard Park Adventure Playground, Islington.

Getting down to human relations

Richard Thompson reports on a social education course which aims to foster positive attitudes to new skills and interests in youngsters facing unemployment.

Photographs by Jon Player

We are told that by the end of the 1980s, unemployment — from which we teachers in work derive so much of our identity — will no longer be available for the majority of our pupils. How, then, should we be preparing the young for this inevitability?

Most of our current effort in schools is devoted to cognitive development. However, another tradition is that cognitive development will be a home-based activity, by means of home consoles, on the "Prestel" model.

It may well be that schools will finally be able to get down to the more important and more human tasks of social education, the development of personal autonomy, and the formation of identity. Indeed, we ought to be trying out approaches in these three areas, if we are not to end up running institutions which just do not matter.

My school, Northcliffe Comprehensive, near Doncaster, is able to do just this. Since 1975, it has had its own experimental residential centre. As resident warden, I have run over 120 courses.

One recent course aimed at a mixed group of 12-year pupils, and entitled "I can be seen to have worked in these contexts."

Social education at The Terrace is inevitable. The 16 pupils, the course teacher, a student joining us for the experience, and my own family, all lived together in an extended family. It is a pity that all

secondary children do not have residential experience as part of their education. We all know that most of the problems which we face today are those of human relations, blockages preventing people from coming together and sharing their fears and hopes.

Our kids, during their five days, develop particularly their "up" skills, getting up in good time to start the day properly, getting up after themselves, washing up after meals, and learning how to shut up at bed time for everybody's sake. By the middle of a course, we are usually a cohesive group.

There have been moving moments when children have seen their positive stable relationships are possible. I have seen "hard" youngsters close to tears on Friday afternoon, as they sense that the trust within the group has been a very worthwhile and satisfying human experience.

I often use the biscuit test to monitor progress in social development. At Monday supper time, biscuits are grabbed, and some are put on the back of the rush goes without. On Tuesday, everybody still grabs, but all get a biscuit. On Wednesday, biscuits are fairly shared out; on Thursday (parents' evening) they are actually offered to guests.

The second theme of our course, and the reason for the title, was the development of personal autonomy through interests. Con-

brought is a one-industry village, it has only the pit. So for many youngsters, especially girls, the chances of getting a job are slight.

In my classes with young unemployed who have been on Terrace courses previously, I have found a sense of hopelessness, who, because they have no interests, outside television and the pub, have few friends, little sense of purpose, and consequently little energy. One has come to mind, who gets up at breakfast three in the afternoon, and this only because his mother gets in from work at four and nags him terribly if she catches him still in bed.

Just one solid interest — fishing, breeding dogs, pigeons, gardening, shooting, making meubled furniture, collage — can give us much and sometimes more in the realm of personal identity than employment. Besides the pay packet, employment gives us the reason to get up, tidy ourselves, the opportunity to meet people, and self-esteem and sometimes a feeling of having achieved something. An interest can provide all this.

The actual interests of the course were those which my colleagues and I were capable of introducing. We began with book-making — the book to be used as a course journal — then drama and movement, cut-out poetry, knot-tying, then guitar playing.

We continued with swimming, compass-reading, orienteering, car maintenance, household skills (plugs and simple woodwork),

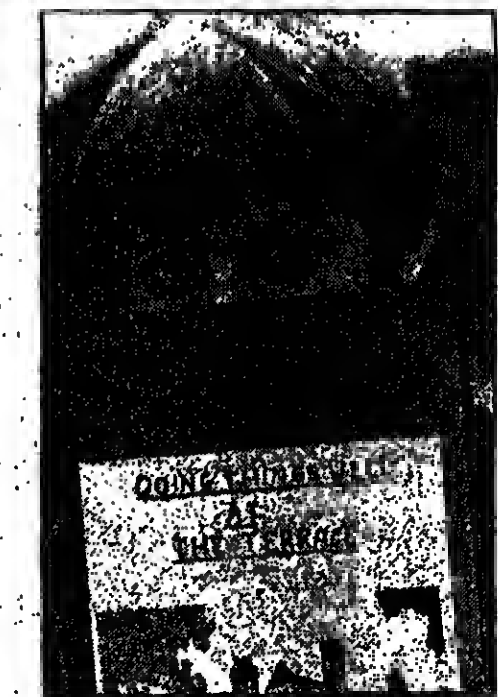
college, and the skill of how to find things out; using reference material inside and local people, and institutions outside.

The formation of attitudes can appear sinister. But underpinning everything we did was the attempt to foster positive attitudes to new skills and interests. Again and again I reminded the youngsters of the title of the course. Not for us the common reply, "I can't do it, because I have never tried it before." Thus it was those who had never touched a guitar before who had the guitars. Three days and many "spare" hours later, a team of six strummed their way through our song, to an audience of delighted parents.

The whole of what we were trying to put across was manifest at the parents' evening, on the last evening of the course. Each youngster demonstrated one or two new-found skills and interests. There was obvious pride and pleasure in bringing everything together, and offering it to a sympathetic adult audience. There were competent performances from children who were by no means the most academically able in the group.

It is difficult to evaluate exactly the gains. In my eyes, the experience of working together, sharing new interests, developing little competences in various ways, enjoying the learning process, will be still there when some of the actual skills are forgotten.

Richard Thompson is warden of The Terrace.



Open learning links

G. A. Rowlands

I am convinced there will be more and more pilot programmes in the field of open learning in the next few years.

Pressures on existing institutions, rapid changes in career structure and the advance in new technology make change inevitable; change which affects not only what is studied but how the material should be communicated.

There is clearly a movement away from long courses of study, extensive tuition, and practical emphasis, to smaller units of packaged, self-contained, learning with the application of systems which can be used even though the

electronic base may not be understood.

It is not important to learn how to fabricate and maintain a pocket calculator in peak condition — we need to understand and utilise its full range of functions, in the various contexts in which it is used, enough to dispose of when it malfunctions.

We must move away from institutions, and use technology in the home, where most learning takes place. We know that the micro-copiers and teleconferencing systems using telephones and television sets, while well-prepared texts and structured courses have already achieved a high rate of success in higher education, as illustrated by the Open University.

However, unsupported learning, particularly on lower levels, can be particularly unsuccessful. Three out of four distance learners following purely correspondence courses drop out, because the self-discipline required becomes a barrier.

The answer is a system of support, provided through the present facilities and adult education system, which would link tutor and student

in a professional and supportive relationship.

We started Flexi-Study at Barnet College in September, 1977, after years of working closely with the National Extension College at Cambridge in providing face-to-face support for correspondence students.

The new system has several characteristics which distinguish it from other modes of study: the students are not enrolled when they like to study for as long as they like, after consultation with their subject tutor; the package includes a correspondence course, which for most general education subjects is divided into 30 lesson units, with approximately 12 assignments; assignments are marked and returned through Barnet College; small group and individual tutorials are arranged at the mutual convenience of both tutor and student; a fixed "surgery" time is offered by the tutor every week for open consultation; the course is taught by a system of round-robin; the telephone is used extensively as a means of communication; full access is given to library facilities, examination guidelines, and other resources.

There are developments necessary to make Flexi-Study a major department in any further education college. The materials available courses for our local polytechnic, and offer a limited range of professional courses.

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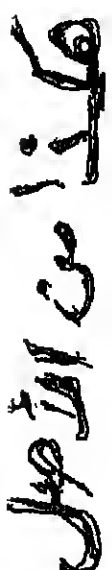
By providing the support system we have effectively bridged the most serious gap in open learning — the provision of the structured learning package. By using traditional courses written by the NEEC and Nalgo, a limitation factor has been accepted.

We can counsel in basic numeracy and literacy, offer help in acquiring skills for study, offer a comprehensive range of CCE, O, and A levels, provide open access courses for our local polytechnic, and offer a limited range of professional courses.

There are developments necessary to make Flexi-Study a major department in any further education college. The materials available courses for our local polytechnic, and offer a limited range of professional courses.

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**For Teaching Posts
In The
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See Pages 58 & 59**

Headships

Applications are invited from experienced and suitably qualified primary teachers for the Headship of the following schools:

- Oakwood Infant School, Derby Group 4 N.O.R. 190**
Dinting C.E. (Aided) Primary, Glossop Group 4 N.O.R. 172
St. Luke's C.E. Primary, Glossop Group 4 N.O.R. 230
Whaley Thorns Junior School, Glossop Group 4 N.O.R. 144
 Closing date: June 20, 1980.

Application forms and particulars for the above posts (S.A.E. enclosed) please from the Director of Education, County Offices, Matlock.

DERBYSHIRE

County Council

headship

RE-ADVERTISEMENT
 Applications are invited from experienced and suitably qualified primary teachers for the Headship of the following school:

- Cotmanhay Junior School, Ilkerton Group 6 plus Social Priority Allowance 360 children**
 Previous applicants will be considered without the need for reapplication. Closing date: June 20, 1980.
 Application forms and particulars for the above post (S.A.E. enclosed) please from the Director of Education, County Offices, Matlock.

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EDUCATION DEPARTMENT

LEE MOUNT JUNIOR SCHOOL

Lee Mount Road, Halifax

HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 school. The post is vacant from 26 August 1980 or as soon as possible thereafter.

Application forms and further details obtainable (on receipt of 10p S.A.E.) from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1ES, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Engayne Junior School
 (estimated roll 1980/81: 447)
 Severn Drive, Cranham, Uppingham, Essex

DEPUTY HEAD TEACHER

required January, 1981, or earlier if possible, for this Group 6 Junior School.
 There is a scheme for removal expenses, details on request.

Further details and application forms are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.
 Closing date: Friday, June 20, 1980.

PRIMARY

Disputes Headships continued

CAMBRIDGESHIRE

HERTFORDSHIRE
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LEICESTERSHIRE
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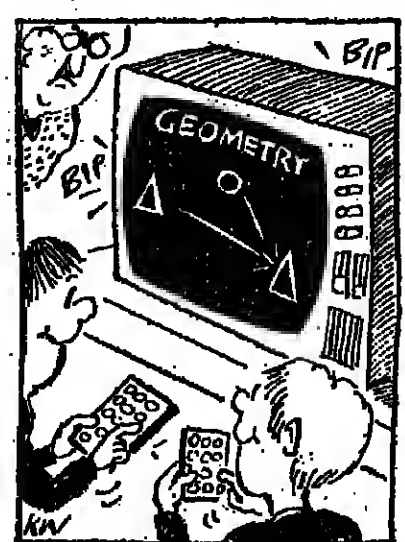
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of Goldilocks, with pictures, costs 3p for nine frames. For more adult viewers, Douglas Evans, a journalist, has put up an energy policy debate starting on page 69,651 which offers both facts and comment as does the Bible Society on 24,662.



Interaction

So far we have only talked about retrieval. Using either a special arrangement of frames in the box or by offering users a response frame facility, it is possible to give a sense of interaction, albeit there is no intelligence available in the PO computer system. The Printing Industry Research Association (PIRA) has experimented with programmed learning on such subjects as offset lithography and nine-line bibliographic searching. It is expensive on frames and is not likely to be viable as a learning technique. Private viewdata systems could well offer this approach; whereas the cost of frame rental is not crucial.

It is possible, using response

frames, to locate and enrol for an evening class, pay by keying in a credit card number and receive notification of acceptance, all from the comfort of your own home. Another possibility is for straw-polling or local referenda. An experiment based on the "law and order" debate is presented on the Mills and Allen database. Viewers can cast their votes on page 69,659,945.

On an experimental Prestel database housed at the Post Office's research centre at Marlesham, a number of advanced educational applications have been tested over the past few years. They include simulations, multiple choice testing and graded quizzes. A thematic approach to resource provision is possible. Since all of these techniques require some interaction with the Prestel computer, it is unlikely that these facilities will be available for general use for quite some time. The Post Office are rightly concerned about getting the systems used in its most simple form in as many locations as possible.

Telework

If the PO cannot provide sophisticated user facilities, can there be several projects in hand around the country at the moment, either sponsored directly by the micro-computer companies or by educational institutions which are concerned with linking microcomputers to Prestel or other viewdata systems in one way or another. These projects fall into five main categories:

- Provision of an in-house viewdata system for a microcomputer. This has been achieved at the CET Research Project based at Hatfield, on a Research Machines disc-based 3802. No doubt, most of the software distributors will be offering similar packages for a variety of machines. It is to be noted that Research Machines Ltd. are not yet in a position to offer viewdata software to owners of their machines.
- The uses to which a school could put an in-house viewdata system are countless. Resource material, time-

tables, local educational issues, menus, sports fixtures, diary, school council notes etc. would all fit neatly into an easily accessible tree structure.

- Simulation of a viewdata receiver on a microcomputer. This facility has been developed on the Apple machine (known as Applete) and on a Research Machines 3802, again within CET's research programme. The results so far indicate that schools or colleges with micro-computers will be able to log into Prestel for some capital outlay of between £25 and £30 rather than the £1,000 needed to purchase a standard receiver.

- The selection of a group of frames, which are loaded on to a cassette or floppy disc, to be used off-line as a teacher resource in the classroom. This would give the facility of an electronic overhead projector (capable — potentially — of greater than one million frames) with, if discs are used, the ability to order frames to suit a particular lesson.

- The selection of a node, below which all frames are transferred as a micro-viewdata base for interrogation off-line. For example, 2622 is the node for UCCA's "How to Apply to University". Every frame number beginning 2622... is associated with that title. The entire system could use the information once it has been retrieved from the main database without incurring any PO charges. There will be a number of difficulties with this application such as copyright, the open-ended cost of transferring and unknown number of frames and problems associated with branching routes to frames outside the desired sub-database. Nevertheless, the technique should not prove difficult and should be used soon.

Rational distribution

BOB HARDWICK on the regionalisation of ed. tech. resources

A recent seminar held at the Ely Resource and Technology Centre marked the end of a pilot project undertaken by the Council for Educational Technology on the regional coordination of educational technology arrangements. Jim Embling, who coordinated the pilot project, had drawn up a paper discussing his findings. Using this, participants at the seminar were able to provide CET with a great deal of useful advice. This has been incorporated in plans for future involvement in regional coordination.

During the one-year pilot scheme, CET worked closely with David Last at the Ely Centre and with Keith Davies at the St Albans Programme Learning Centre. Their cooperation, along with that of their chief education officers, was most helpful.

The two centres worked together to produce a folio of learning materials. This folio was distributed throughout the pilot region (East Anglia and the northern Home Counties), and was designed to be used in due course by other centres in the region could act as a catalyst. Further cooperation was promoted by reciprocal visits and discussions about common problems between the staff of the centres.

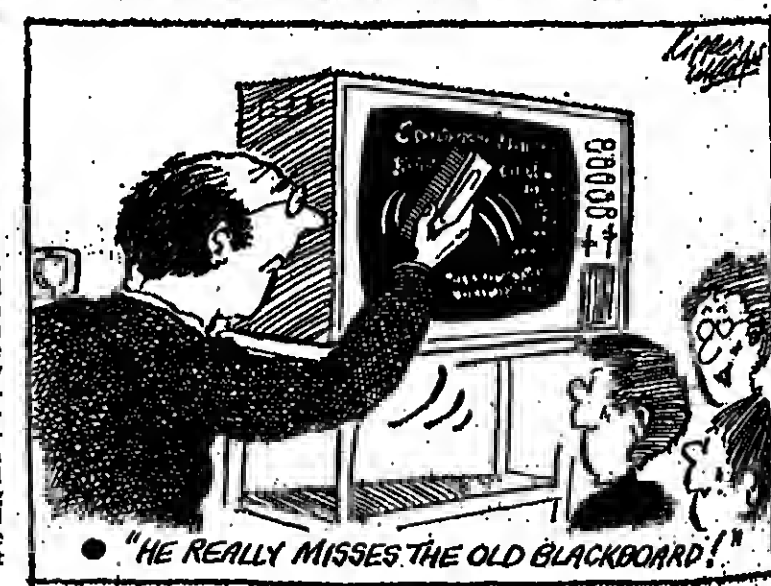
Funds have now been allocated by the Council to enable the work to be continued for a further two years, that is, until March 1982. Jim

Embling will continue coordinating the project. The particular aspects of development to be investigated are as follows:

- Regional coordination of materials production and distribution.
- It is hoped that, apart from developing the cooperation already existing, collaboration with agencies outside the maintained sector can be fostered; opportunities for teachers and advisers to preview materials before purchase can be created; regional validation and feedback procedures for locally produced materials developed; a strategy for forward planning devised.
- Information needs, networks and systems.
- Studies are to be made within the region of the various education sectors' information needs, the provision of information and the problems of producing catalogues of available resources. A look at the potential of a regional network based on online data systems is also planned. This will consider the use of the British Library Automated Information Service (BLAIS) and videotex (eg. Prestel). Encouragement will be given to the development of compatible information formats and systems within the region. The project will encourage the sharing of information about costs, spares, etc. and will also foster any moves towards rationalization and standardization of equipment formats.

Important documentation, the latter two often constituting 90 per cent of the effort on the part of the originator. Such a system would necessitate a number of national standards particularly for teleware — if Prestel is to be used as the medium.

Currently it seems the best tender for the job, mainly because it is available at local call rates nationally and has a built-in accounting system. ORACLE and CEREAL could also provide a service but suspect the portfolio would be limited and would not be able to cope with a large range of less well known programs. If you have a Prestel receiver, watch out for the first national directory of CAL progress some time this year.



• "HE REALLY MISSES THE OLD BLACKBOARD!"

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Language insights

BRIAN HILL on the use of CCTV in language teaching

What do two mid-age pensioners reminiscing about holidays in Bogota Regia, the owner of an electronics firm explaining the subtleties of a new micro-chip processor, an art student drawing pictures of fishermen, some French University lecturers talking about beavers and a fifth form girls discussing a letter of complaint have in common? The answer is that they could all have been seen recently taking part in a television communication workshop using small, closed-circuit television systems to improve their foreign language skills.

A few years ago closed circuit television systems were largely considered as showpieces, as educational gimmicks or, more bluntly, as an optimistic investment in the future. But perseverance or obstinacy are beginning to pay dividends. Practice and familiarity are producing a variety of pedagogically sound schemes in different subject areas.

Fundamental to the communication workshop approach is the conception of television as a catalyst where the end product, the programme, is unimportant, compared to the language activities which are generated on route. Pupils or students are encouraged to become involved in making their own programmes, within literally five minutes of entering the studio for the first time. They become encouraged, and managers and performers. Crucial to the success of the venture is that there must be absolutely no waste of time. Television has a voracious appetite and time spent in making programmes is time taken from other learning activities.

The simplest formula is to produce in two hours four programmes involving, say, 16 students. The word programme is perhaps pretentious here since since all that happens is that the teacher selects volunteers in groups of three or four to discuss a theme (integrating with the local and general aims of the course) for a short period of time. A quick word count suggests that a four-minute discussion will generate between 400 and 500 words.

These programmes are then played back on the video recorder, analysed and discussed. Within the two-hour session students have been motivated into speaking the language and they have asked and answered questions. They have spoken about their job, their town, their interests and, perhaps most important of all, in most cases, they have increased their self-confidence in speaking the foreign language.

The teachers have a concrete model for discussing how well individuals use the language both in pronunciation, sentence structure or syntax and in the total act of communication. The language of the whole-body, which is such a crucial factor in successful contact with others is very difficult to work into more traditional language teaching methods, but can be practised with CCTV.

A second formula requiring four or five hours can develop from this initial session. The teacher prepares a number of themes in advance, collects relevant props and gives his volunteers some guidance on content. This time the aim may be to produce a short sketch, a restaurant, a film, a production a commentary on a visual such as slides, filmstrip or photos, or, with more advanced pupils, to put together a short documentary.

After allocating, themes and groups there is a gestation period of one or two hours when the scripts are prepared with the help of the teacher and, where possible, the foreign language assistant. Each student selects his role and prepares his part. A short period of one or two minutes is then allowed for rehearsal with each group, followed immediately by a reading and analysis. The students are involved in this language practice, a foreign language, a "controlled" context, but they have also gone a little

further. They have scanned articles, written the lines of a script, discussed aspects of presentation with each other and with the teacher using the foreign language wherever possible.

For the teacher controlling the dissemination of information there are ample opportunities to integrate the activity with other work and, once again, to have a concrete model from which to develop further exercises or explanations.

A third formula is particularly appropriate for advanced pupils, when traditional courses have exhausted their potential for stimulating "communication" within groups, or for work in "language for special purposes". It takes about 10 hours to develop. The students are divided as before, but they are permitted to choose their own theme. They then work together in the foreign language producing on outline script: this breaks down the programme into separate sections and indicates the time to be allocated to each.

Students then go on and interview experts, read journals, study relevant texts, assemble photographs and prepare graphics. The final script — probably between 1,500 and 2,000 words — is then written and corrected in detail. Each group is allowed about an hour for rehearsal before the final take, and in most cases the result is suitable not just for discussion within the group, but also as a

teaching aid with other groups. Where this formula has been adapted for advanced language training with teachers, the tapes have often been taken away and used in classroom work with their own pupils.

These three formulae are not the only ones. Some of the advantages and possibilities have already been noted, but the principal reason for persevering and developing CCTV work should be emphasized separately. This is the unique source of motivation which is stimulated in both pupils and staff. There is an excitement about television which generates enthusiasm and, which, when linked so well defined objectives and a sound strategy, make it very useful in teaching. This stimulation seems to apply both to advanced pupils and to those normally categorized as low achievers who may well be studying languages under duress.

The communications workshop approach fits in well with recent developments in curriculum development particularly with the work undertaken by the Council of Europe's team of applied linguists. Their isolation of language functions and notions is now finding its way into many courses.

One problem arising from this development, however, is the difficulty, not only in giving pupils useful practice in developing communicative skills, but also in monitoring and analysing progress. Since the emphasis is now placed firmly

on communicative competence, closed circuit television is ideal for giving practice in situations which are close to the ones pupils might meet in real life, not to mention new-style exams.

However, despite the theoretical merits, practical considerations must be taken into account. Ideally, a small studio with two or three cameras, a video recorder, some simple sound and mixing apparatus is necessary. It is possible, however, to achieve useful results even with a participative unit, though the organizational strains of dealing with large groups make this a second best solution. It is also important that technicians know precisely what is required. They need to understand the needs for fast operation, for advance preparation and for handling carefully pupils who, at the beginning, are a little nervous.

It is too early to make claims comparing groups who have worked in the communication workshop with those who have not, but this approach is significantly better than others. Provided, however, that the exercise can be conducted in efficient way there is no doubt that on an hour-by-hour comparison with other more familiar pieces of educational technology, closed-circuit television can earn its keep and make a substantial contribution to the acquisition of foreign languages.



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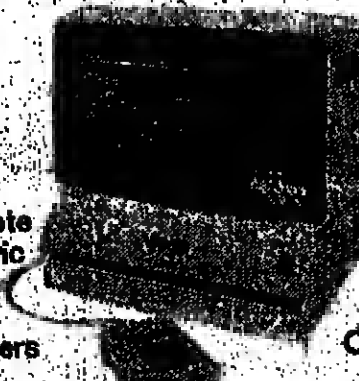
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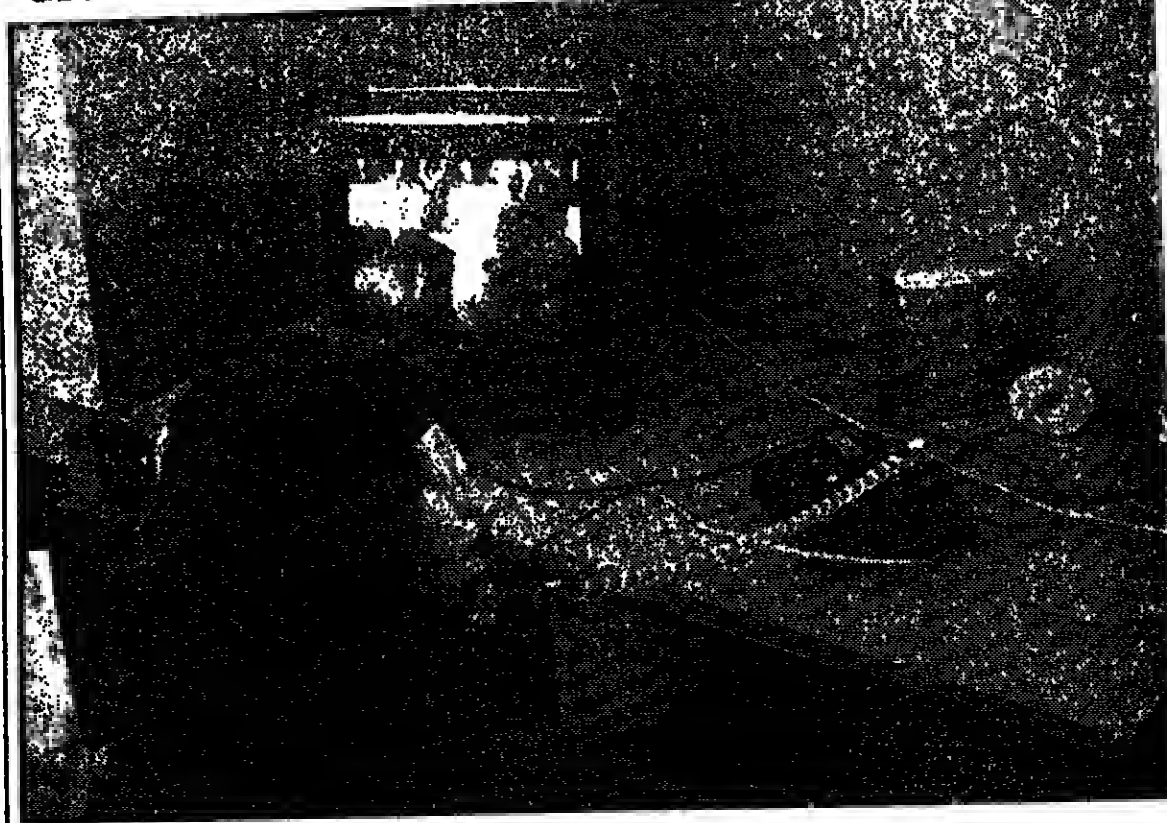
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Individual requirements

PETER TURNER on materials for gifted children

Three years ago, the Media Resources Centre of Surrey County Council was asked to provide materials which could be used by exceptionally able children in the Authority's schools. This was part of a policy to ensure that the most able in the same way that special consideration is given to children with learning difficulties. As a part of this procedure, other provision was made for the most able in the same way that special consideration is given to children with learning difficulties. As a part of this procedure, other provision was made for the most able in the same way that special consideration is given to children with learning difficulties.

French and one other language, which was generally satisfactory, but the most able pupils required a greater challenge. In the colleges, the non-linguists who had, perhaps, special ability to sciences gained great benefit from a second opportunity to learn a language. German, for example, proved popular with pupils intending to specialize in science and engineering. In some secondary schools, the Time/Life Western Civilization series, as a basis for an enrichment course, was a valuable addition to the collection for the middle years. This series, for example, prepared to support the Ecce Romani books, were the result of demand from the 12th century onwards. The series was comprehensive, covering the period from the fall of Rome to the present day. It was a valuable addition to the collection for the middle years.

In the United Kingdom, it is possible to produce programmes quickly with a single colour camera and the smallest crew. The majority of Surrey programmes are completed in less than a single day, using only three members of staff. Although in some cases the programme provided for the able child have been single productions on themes like navigation and aeronautics, in the majority of cases, the centre has tried to produce a complete series. The Latin series, for example, prepared to support the Ecce Romani books, were the result of demand from the 12th century onwards. The series was comprehensive, covering the period from the fall of Rome to the present day. It was a valuable addition to the collection for the middle years.

Effects of energetic pump priming

ANNE RISMAN considers achievements in adult basic education

The world of Adult Basic Education has never really known the luxury of getting and spending, and doing things through battle-fatigued in some places, have never acquired the flab of an army of occupation. Almost instinctively, the tactics they have acquired from youth have been those of economy, mobility, self-reliance and flexibility.

Witness for instance the way that cooperation in the matter of resources has been built up over the past five years and how well the emerging basic education ideals blend with reality and gives some hope for the future.

First is the indication that this Government recognizes the past achievements in its creation of ALBSU. The Adult Literacy and Basic Skills Unit began its life in April this year. It is the third such agency funded by central government to stimulate provision for those who have left school without acquiring reading, writing and (now) basic mathematical skills which they and others consider adequate for their needs.

In 1975 the Adult Literacy Resource Agency (ALRA) began the work of pump priming the literacy campaign by identifying and encouraging the appointment of local staff and enabling them to be trained through the Regional Adult Literacy Councils. ALRA also started the resources arm of the literacy campaign by encouraging the production, commissioning publications, liaising with publishers and the media and raising consciousness about quality in the use and production of teaching materials.

ALRA was succeeded in 1977 by ALB, the Adult Literacy Unit, with a smaller budget and more specific brief, but the resource role continued. Special Development Projects were funded to broaden experience and encourage flexibility through innovation. The unit's newsletter, then the major communication link in the field and the unit's flexible consultancy on resources enabled a range of teaching, organizing and display materials to be offered.

Reed in 1980 with a slightly expanded budget and broader terms of reference, the new unit and its director Alan Walls can survey with some satisfaction the affect that energetic pump priming and skilled policy making has had on the general resource position.

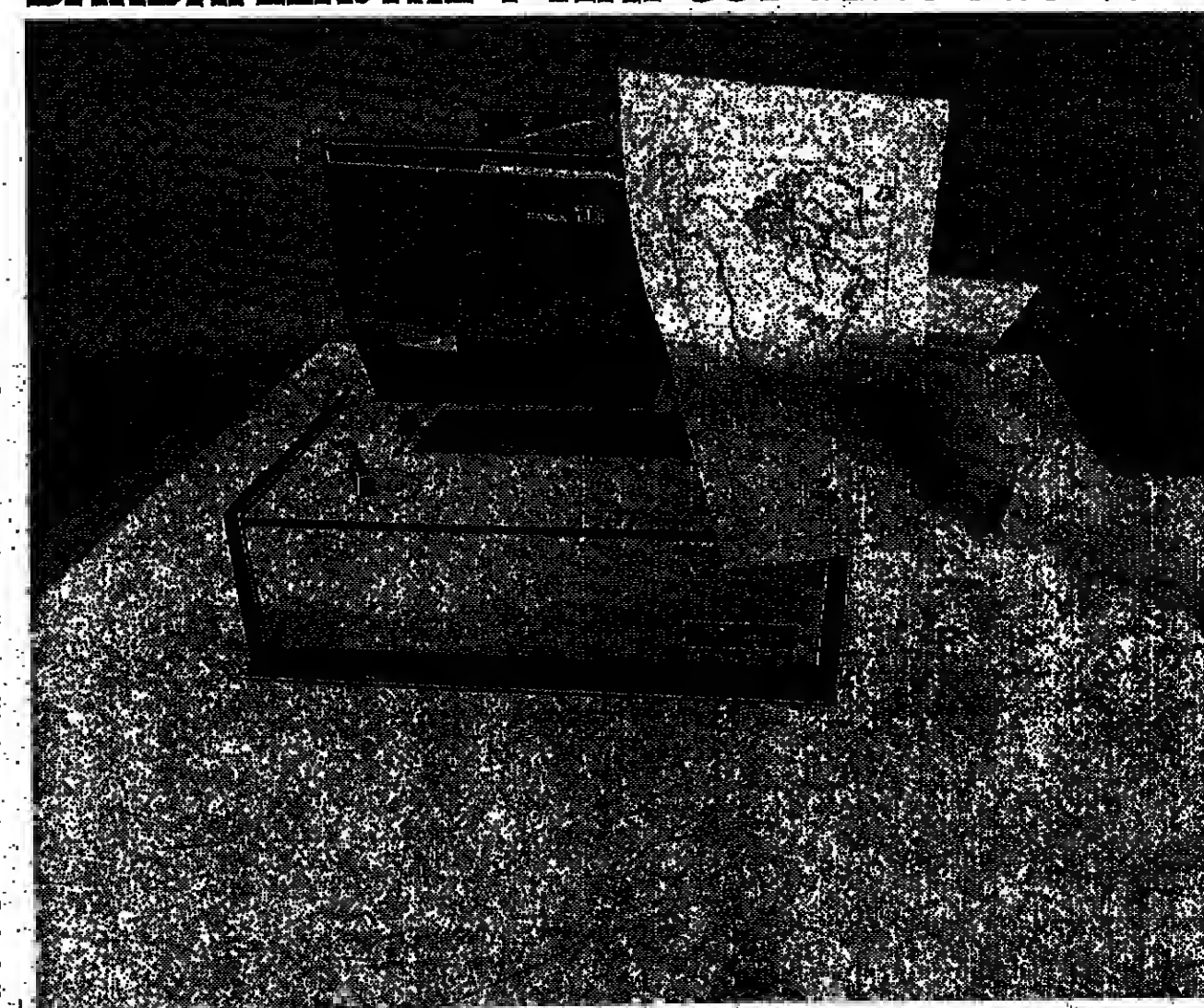
There has, for instance, been an interesting response to resource cataloguing, not only by the English and Scottish Literacy Units, as one might expect, but also by such organizations as the National Book League, The Centre for Teaching of Reading (Reading, Berks), and The Adult Literacy Support Services Fund. The last named are also working to produce resource lists to the field of adult literacy, and in conjunction with NIAL, to research the availability and use of tutor training materials.

In the main, a happy balance seems to have been achieved between production of centrally produced materials at a cost that can be afforded by individuals as well as institutions and the working out of a philosophy that encourages self-help and cooperation through individual self-determination.

It is clear that an important product of the basic education and literacy initiatives has been the production of materials which students themselves have written as a result of their own right and a sense of experience which adult students themselves will be able to use. This is a powerful motivation to read. This is a powerful motivation to read. This is a powerful motivation to read.

The collection of materials provided by the Media Resources Centre, for example, has been a valuable addition to the collection for the middle years. This series, for example, prepared to support the Ecce Romani books, were the result of demand from the 12th century onwards. The series was comprehensive, covering the period from the fall of Rome to the present day. It was a valuable addition to the collection for the middle years.

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extra Survival of the smallest

PETER LEA discusses the future of micropublishing

The often quoted aphorism that "small is beautiful", when applied to microforms, can create strongly ambivalent feelings in anyone connected with this medium.

Microforms possess a number of virtues, cheap to reproduce, saving of storage costs and space and allowing access to material which might not otherwise be available in hard copy. However, for many people they have never been totally or even partially acceptable as alternatives to conventional full size publications. Many authors, librarians and users share a common antipathy towards microform. And in spite of this, there is a very healthy growth rate in the number of microform publishers throughout the world, and in the range and number of their products.

Traditionally, microform publishing has meant the republishing of back issues of journals on microfilm to provide the libraries with a cheaper alternative than the expensive full size back issues. Low demand publications, which were either out of print or would be too expensive to reproduce in conventional form, have also been available for many years.

When necessary, librarians have purchased and supplied material in this format, often unwillingly and rarely enthusiastically. Poor reading environments have been provided, together with badly sited, inadequate equipment. Staff in some libraries have been observed to be ill-trained in handling the hardware, and it is not uncommon for obscure or incomprehensible instructions



Negative attitude of many librarians towards microform is to be displayed to a bewildered client using the format or equipment for the first time. The negative attitude of many librarians has communicated itself to users. It is not surprising, therefore, that lack of user acceptability ranks very highly on most critical appraisals of microform use in libraries.

The past decade, however, has seen a number of changes occur in microform publishing. All major serials publishers now produce microfiche versions of journals simultaneously with hard copy issues.

The pricing structures of the microform versions provide a number of variations to consider, all of which take into account the curiously anomalous of the same publisher offering two competitive media. The price of the microfiche edition cannot be made too attractive to librarians in case of the

unlikely event of a mass transfer taking place from profitable hard copy to microfiche editions, thus threatening the future of conventional journal production. Although the number of journals available in this format has grown rapidly in the past five years, very few librarians appear to have changed their allegiance from hard copy to microfiche material. The pricing structure and the distaste for the medium suggest that there will be little change in this situation in the future, even in the face of growing economic pressures on libraries which would almost the whole market for the product.

There is still little original publishing on microform, with less than a dozen journals produced solely in this format throughout the world. However, even this small number of journals has grown during the past few years. The earliest example, of a journal published exclusively in microform is the American Wildlife Diseases, a publication unusually better known to librarians for its format than for its content. One of the latest examples is a recent British

450,000 titles of books available in Britain. It is published in hard copy annually, and inevitably contains a number of books which have become out of print between the closing of the entry list and the date of publication of the journal. As the year progresses even more entries become redundant. Since 1978 a microfiche edition has been published monthly and each issue is added, giving relatively recent information about availability and price changes. When the obvious advantages of the microform are considered, the microfiche requiring frequent updating, it would appear that there exists the ideal publication medium for this type of reference work.

A further advantage may yet develop from this service. Librarians, more or less for the first time, are becoming regular users of microforms, not as intermediaries, but at first hand, discovering the inconvenience and discomfort which previously users feel has been imposed upon them for many years. Perhaps librarians may become inspired to provide better equipment and improved reading areas. The present economic climate would seem to present the ideal opportunity for a reappraisal of the advantages of this rather underestimated medium.

Unfortunately, the same economic problems militate against wholesale purchases and provision of new equipment and physical alterations to library reading areas at present, so it appears that any possible improvements will inevitably be delayed.

The modest initial success of CORE suggests that there may be a market for this type of publication particularly if there exists an alternative source of its contents. Overcoming the resistance of authors to having their original work produced on microform rather than in conventional form is a serious problem facing publishers but there are bright signs for the future.

A slow but gradual acceptance by some authors, both in Europe and America, has been reported for the recent innovation of synopsis/microfiche journals in some subject areas. These journals offer a short but complete summary of research work backed by the availability of the full paper usually in reduced print or on microfiche. One of the major attractions to authors of this dual role journal is a dramatically reduced wait for publication. This is proving a strongly motivating force towards the change of attitude of authors.

Colour micropublishing is now well established, although still beset with problems of permanence, quality of the image and inadequacy of the reading equipment required for best results. The selection of original materials to be published on colour microfilm and film ranging from illuminated medieval documents to journals such as *Studio International* and *National Geographic Magazine*. The University of Chicago Press Texts Division has produced a number of titles during the past few years in which the text of specialist art works is printed and bound in conventional form and the accompanying illustrations are available on colour microfiche. The accompanying costs of colour printing and the limited market for specialized art books suggest that this hybrid form of publication can provide a possible solution to the difficulties faced by the publisher who wishes to keep his publications at a reasonable price.

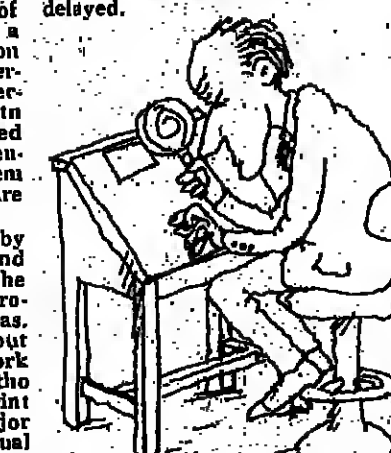
Microform books are a relatively recent innovation for a few low

demand titles which otherwise could not be published at an acceptable price. They comprise hard covers with the textual matter on fiche contained in an attached envelope. The content and index pages are full size for easy consultation. This type of publication appears to be published as a service rather than as a significant profit-making concern, since with present issues of microfiche journals, very few copies appear to be sold compared with hard copy sales.

One of the apparent success stories of recent years in micropublishing has been the appearance of major bibliographies in microform. *British Books in Print* contains 750,000 entries for over 450,000 titles of books available in Britain. It is published in hard copy annually, and inevitably contains a number of books which have become out of print between the closing of the entry list and the date of publication of the journal. As the year progresses even more entries become redundant. Since 1978 a microfiche edition has been published monthly and each issue is added, giving relatively recent information about availability and price changes. When the obvious advantages of the microform are considered, the microfiche requiring frequent updating, it would appear that there exists the ideal publication medium for this type of reference work.

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Inadequacy of reading equipment.

If the sales of microforms are to increase as dramatically as the number of microform publishers and the titles produced, some changes to the local system will need to occur. Rationalization of the pricing structure in microform publishing is highly desirable, it increases the attractiveness of the medium. The perfect microform reader at the perfect price remains unavailable, although many equipment manufacturers would disagree.

Librarians must also take responsibility for making library use more attractive. Unfortunately, the ultimate goal of user acceptance of microform, where there exists a hard copy alternative, seems as far away as ever. Microform as a source of information storage and dissemination will probably be made obsolete by new technological innovations before this situation occurs.

Peter Lea is senior lecturer at the Department of Library and Information Studies, Manchester Polytechnic.

Timely production

by D. A. Alexander

The Middle East Settlements, Physical Landscapes, Planning, Society and Contrasts. Education Productions Ltd, Bradford Road, East Ardsley, Wetherfield, WF3 2JN. £4.05 each, £15 the set.

Although one of the most politically sensitive areas in the world, the Middle East is little studied outside specialist higher education courses. In spite of vast oil revenues the region remains an area of third world countries with considerable environmental, social and economic problems.

The production of this set of four filmstrips is timely, and it is satisfying to see producers Bill Charlton and John Bentley making use of Durham University's considerable expertise. The quality of the colour slides is really very good. There are many common themes throughout the area, and the filmstrips can be used as a set or individually.

Physical Landscapes illustrates the general character of the area and the variety of its structure and landform, ranging from sandy desert to stony deserts to plateau and enclosed basins. The second part of the filmstrip is devoted to the physical processes which interact to create the distinctive landscapes. Perhaps the most significant task for the teacher is to be able to apply an understanding of the physical environment to the major problems facing those who live there. The informative interpretive comments on each of the slides, forming a clearly considered and well-organized set of notes, makes this more rewarding.

Farming is clearly considerably influenced by physical environment. The proportion of the area's economic production provided by agriculture varies from less than 5 per cent in parts of the former Trust States, to nearly 30 per cent in Egypt and Turkey. Well over 80 per cent of the active population of the area are directly engaged in farming activities.

After a brief review of the range of crops and livestock, the filmstrip examines farming techniques, from traditional methods through to modern methods of developing agricultural water resources.

The contrast between traditional and commercial farming is well illustrated by the slide of commercial rose growing in the West Bank. The plants are grown in polytunnels with an automatic watering system, and flown out to sell in Europe within forty-eight hours. As far as Middle Eastern settlements are concerned, since 1949 the proportion of the population living in towns has increased from about 10 per cent to between 40 per cent and 50 per cent. Nevertheless, there remains a considerable interdependence between urban and rural groups. This filmstrip examines historical development, from the processes of urbanization, through to those involved in the development of the modern state, and the economic conditions and environmental crises which have resulted from the rapid growth of the settlements pattern.

Other important issues include the increasing urban transport congestion, the influence of mechanization and modernization, the Arab camps as visible evidence of the increasingly intractable conflict, and the religious and political tensions which have resulted from the full influence of the modern propaganda and social changes.

In *Social Contrasts* the human dimension of the settlements is examined through a series of slides which are grouped into three main themes: the social and economic conditions of the settlements, the religious and political tensions, and the environmental crises which have resulted from the rapid growth of the settlements pattern.

The place of women in the settlements is also examined, with a slide on the role of women in the settlements, and a slide on the role of women in the settlements.

Doors to the past

GENE ADAMS discusses museum education

Museum education is the proper use of original material—be it bones, stones, pictures or documents—as an adjunct to verbal teaching.

Practical museum education was developed in London in the 1960s by the Museums Administration by the ILEA. As Museum Education Officer my brief is to liaise between the Authority's schools and the museums in London. The post first came under the Art Inspectorate, but after two years it was conceded that, although it needed a broader base, it then moved to the newly established Centre for Learning Resources, directed by Leslie Ryder.

The problems are how to help teachers get to museums, and some ways to help museums to inspire teachers with ideas for the classroom. Courses with a museum content have been organized for some time but many of them suffer from the limitations imposed by subject orientation and approach. Museums are sometimes stereotyped as places where one learns—say geography, or art history.

Teachers of all subjects visit museums in search of inspiration for their class teaching. They also seek and wish for information about museums, their functions in conservation and research. Apart from the actual collection, the other great resource in our museums are the scholars, often of world repute. In in-service courses it is the job of the museum education officer and the course organizer to use these skills appropriately.

Most liaison work has so far resulted in a variety of in-service courses for teachers held in museums, such as the British Museum and the National Gallery or in teachers' centres based on the wall-

established methodology of museum teaching. The most popular product is a chart showing a selection of museums in London, with information on opening times etc, and with special educational information for teachers. Three more such lists, covering museums which do not yet have an Education Officer, and museums in Outer London which are within easy reach of ILEA, are in production and will be available in the autumn term.

The other part of the job could be described as work with children, and not just with teachers. The Authority supplies a rich diet of in-service courses to its permanent teaching force which are always conducted by people with practical experience: they are involved, for example, in experimental educational projects with school children in three county houses under the direction of John Jacob, Curator of Kenwood. These houses, which contain superb collections of paintings are situated in Hampstead, Twickenham and Blackheath. At Ranger's House, Blackheath (formerly owned by Lord Chesterfield who wrote the famous letters) we have established a new one day a week schools service which was recently given the Sandford Award for Heritage Education. Projects at these houses use music, drama and visual art where appropriate.

The most urgent need is for the training of assistants to expand the new service at Ranger's House and be available on loan to newly established museum education departments. The Centre for Learning Resources, in addition to directing the activities of such a team, must continue to produce new support materials like charts or video tapes. In 1980/81 it is hoped to produce



The Nansuch Company demonstrate historical dancing at Ranger's House.

a computerized thematic catalogue of selected parts of the museum collections which are of special interest to teachers.

Lastly, there is the thorny problem of handling objects—something all teachers insist is essential and most curators for very good reasons, cannot allow. But the Centre might itself become a repository of minor collections and the Museum Education Advisor would have to ensure that developments are undertaken responsibly. After all, even a collection of matchboxes or bus tickets can be replaceable, and have a value beyond the merely financial. And this fact is the bedrock of all proper museum education.

The views in this article are those of the author and not of the ILEA.

Unexplored terrain

PETER DORMER on a museum course for trainee teachers



Teaching at the Tate Gallery.

The very idea of running a course for postgraduate trainee art teachers on how to use a museum or gallery may seem unnecessary—even pretentious. Surely after four years at art college a fine arts graduate should feel as comfortable in an art gallery as he does in his own backyard. But on reflection, the task of using a museum collection for teaching and conducting a lesson in public begins to feel daunting; it is not like using a slide projector in the privacy of the art room.

Elleen Graham of the Victoria and Albert museum education staff adds to this her belief that places like the V and A are waiting to be discovered by school art departments. In the sixties and seventies many art colleges turned their backs on study in the museums and galleries and as a result their students (many of them now art teachers) were not encouraged to study and research using the real thing.

In response to this situation the Institute of Education (University of London) is running a course for its postgraduate art teacher trainees on using museums and galleries. The Tate, V and A, and National Gallery are the Institute's partners in the course which comprises lectures, discussion, and practical work spread over several days. Students learn about the administration and organization of the museum, the services offered by the museum education department and, above all, they are introduced to the rigours and discipline of teaching a class in public using real works.

Generally, the students use a class they have been working with on teaching practice, and the intention of the course organizer is that the practical work with the children should be part of a project; there must be preparatory and follow-up work for the class. Emphasis is put on individual self-evaluation with the help of a tutor or museum education officer, and on analytical discussion between students.

This innovative course owes its existence to a handful of hard-working people. In the beginning Stanlewo, Frankla, artist and head of the Institute's art department,

and sculptor Carol Hodgson worked with the Tate education department on a museum theory course. The practical element of teaching in the gallery was introduced by Pat Turner (Tate education staff), which she developed with Carol Hodgson. Pat Turner's aim is to get students to clarify first what they are trying to do in showing children art, and then deciding how to do it.

Among the many practical benefits the acquisition of confidence is obviously important. Apart from the teacher must keep the interest and control of his class against a background of distractions—a workman in an adjacent gallery or the moans of a visitor who cannot see the very work the teacher is talking about because of those damned kids.

From a small optional course for a few students based on just one gallery the course is now a part of each trainee art teacher's year at the Institute and offers a chance to work in one of three very different museums. Sheila Peine (the Institute's coordinator of the course) says: "The experience of teaching and preparation for teaching in a public building helps students to view the problems of teaching generally in a more objective way than is sometimes possible in a school or college. And every student will enter teaching familiar with the potential of museum studies and able to share the knowledge gained with other teachers."

Most of the trainee teachers are fine art graduates but a few are art historians. Elleen Graham (V & A) believes that the students find this mix of disciplines interesting. "It becomes apparent that fine art graduates recognise their need for more scholarship, but the problem with art historians is that very often they have their facts well organized but fail to relate these to the object." On the other hand, Pat Turner considers that the art historians find it easier to give good lessons because they have the facts more readily to hand. Even so, the fine artists usually rise successfully to the occasion.

Pat Turner is convinced that many young teachers need to have a sounder knowledge of art history to complement their practical work, and it has to be said in support of this view that most art schools give art history scant regard and give it little in the way of backup resources.

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Applications are invited from suitably qualified and experienced persons for the following posts:

LECTURER B IN BUILDING SUBJECTS

Salary Scale £4,407 to £6,471

The successful applicant will teach from the following subject areas:

(a) Associated Subjects/Industrial Studies for Craft Students.

(b) Carpentry and Joinery practical work and Technology for Apprentices/School Link Pupils.

Applicants should possess an HNC Building/FTC Building Craft qualification, and have experience in the Building Industry.

LECTURER B IN MECHANICAL ENGINEERING/MATHEMATICS

Salary Scale £4,407 to £6,471

The successful applicant will teach:

(a) Mechanical Engineering Subjects.

(b) Mathematics, to full-time and part-time Students.

Applicants should possess an appropriate Degree/HNC, or equivalent qualification with relevant industrial experience.

LECTURER B IN NURSERY NURSING

Salary Scale £4,407 to £6,471

The successful applicant will teach professional studies to nursery nurse students and to participate in the teaching of pre-nursing students, day-release and full-time link students.

Applicants should possess a primary qualification with a nursery endorsement or equivalent.

LECTURER B IN ENGLISH AND ENGLISH AS A FOREIGN LANGUAGE

Salary Scale £4,407 to £6,471

The successful applicant will teach English to SOE 'O' and 'H' Grade students and English as a foreign language to full-time and part-time students.

Applicants should possess an appropriate Degree/HNC, or equivalent qualification with relevant industrial experience.

LECTURER B IN CATERING SUBJECTS

Salary Scale £4,407 to £6,471

The successful applicant will teach Cookery, Food Service and related subjects to City and Guilds Link Students.

Applicants should possess a City and Guilds Certificate or equivalent and have a broad range of catering experience including food service.

Application forms and full details obtainable from the Principal of the College to whom completed forms should be returned by June 20, 1980.

Classified Advertisements

To advertise in *The Times* phone Lorraine Williams on 01-837 1234, Extn 575

The Times Higher Education Supplement

New Printing House Square,
P.O. Box 7,
Gray's Inn Road,
London WC1X 8EZ.

Thayside Regional Council

FURTHER EDUCATION

KINGSWAY TECHNICAL COLLEGE

Old Glamis Road, Dundee DD3 5LE

Applications are invited from suitably qualified and experienced persons for the following posts:

Senior Lecturer B in Building Services

Salary scale £7,203 to £8,454

The successful applicant will be involved in Craft and Technician-level Lecturing and training in Plumbing, Heating and Ventilation, Gas Utilization, Drainage and Water Services. The possession of suitable qualifications and experience in Heating and Ventilation may be regarded as an advantage.

Lecturer B in Building Services

Salary scale £4,407 to £6,471

The successful applicant will be expected to undertake lecturing and training duties for Craft and Technician Students in a wide variety of Building Services areas of activity.

Lecturer B in Electrical/Electronic Engineering

Salary scale £4,407 to £6,471

The successful applicant will be responsible for the teaching of Electrical and Electronic Principles to student technicians together with a responsibility for the associated practical training in Electronics.

DUNDEE COLLEGE OF COMMERCE

30 Constitution Road, Dundee

Lecturer B in Secretarial and Office Studies (Re-advertisment)

Salary scale £4,407 to £6,471

The successful applicant will be required to teach Accounts, Calculations and Office Practice in a range of Secretarial and Clerical Courses up to Stage II. Previous applicants should reapply if they are still interested in this post.

Application forms and further particulars may be obtained from the Principals at the above addresses to whom forms should be returned by Friday, June 20, 1980.

Thayside Regional Council

FURTHER EDUCATION

Perth College at Further Education
Brahan Estate, Craik Road, Perth
Telephone: 0738 27044

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Salary Scale £4,407 to £6,471

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(a) Associated Subjects/Industrial Studies for Craft Students.

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LECTURER B IN MECHANICAL ENGINEERING/MATHEMATICS

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The successful applicant will teach:

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(b) Mathematics, to full-time and part-time Students.

Applicants should possess an appropriate Degree/HNC, or equivalent qualification with relevant industrial experience.

LECTURER B IN NURSERY NURSING

Salary Scale £4,407 to £6,471

The successful applicant will teach professional studies to nursery nurse students and to participate in the teaching of pre-nursing students, day-release and full-time link students.

Applicants should possess a primary qualification with a nursery endorsement or equivalent.

LECTURER B IN ENGLISH AND ENGLISH AS A FOREIGN LANGUAGE

Salary Scale £4,407 to £6,471

The successful applicant will teach English to SOE 'O' and 'H' Grade students and English as a foreign language to full-time and part-time students.

Applicants should possess an appropriate Degree/HNC, or equivalent qualification with relevant industrial experience.

LECTURER B IN CATERING SUBJECTS

Salary Scale £4,407 to £6,471

The successful applicant will teach Cookery, Food Service and related subjects to City and Guilds Link Students.

Applicants should possess a City and Guilds Certificate or equivalent and have a broad range of catering experience including food service.

Application forms and full details obtainable from the Principal of the College to whom completed forms should be returned by June 20, 1980.

Sixth Form and Tertiary Colleges

Headships

HAMPSHIRE

WIMBORNE SIXTH FORM COLLEGE
(London Borough of Lambeth)
Wimborne Road, Lambeth, London SE11 1JH
Telephone: 01-491 1234

Applications are invited from suitably qualified and experienced persons for the post of Head of Sixth Form. The successful applicant will be responsible for the overall management of the Sixth Form, including academic, pastoral and extracurricular activities. The post is full-time, with a salary scale of £10,000 to £12,000 per annum.

Application forms and further details may be obtained from the Principal, Wimborne Sixth Form College, Wimborne Road, Lambeth, London SE11 1JH.

Special Education

Headships

BRADFORD (City of)

METROPOLITAN COUNCIL
EDUCATION DEPARTMENT
BRADFORD CITY, BRADFORD, WEST YORKSHIRE
Telephone: 0547 23456

Applications are invited from suitably qualified and experienced persons for the post of Head of Special Education. The successful applicant will be responsible for the overall management of Special Education services, including the coordination of resources, the development of policies and procedures, and the provision of support for teachers and pupils. The post is full-time, with a salary scale of £12,000 to £15,000 per annum.

Application forms and further details may be obtained from the Director of Education, Bradford City, Bradford, West Yorkshire.

Deputy Headships

Senior Masters/Mistresses

BRADFORD (City of)

METROPOLITAN COUNCIL
EDUCATION DEPARTMENT
BRADFORD CITY, BRADFORD, WEST YORKSHIRE
Telephone: 0547 23456

Applications are invited from suitably qualified and experienced persons for the post of Deputy Head of School. The successful applicant will be responsible for the day-to-day management of the school, including the coordination of resources, the development of policies and procedures, and the provision of support for teachers and pupils. The post is full-time, with a salary scale of £10,000 to £12,000 per annum.

Application forms and further details may be obtained from the Director of Education, Bradford City, Bradford, West Yorkshire.

CITY OF CROYDON

EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced persons for the post of Head of School. The successful applicant will be responsible for the overall management of the school, including the coordination of resources, the development of policies and procedures, and the provision of support for teachers and pupils. The post is full-time, with a salary scale of £12,000 to £15,000 per annum.

Application forms and further details may be obtained from the Director of Education, City of Croydon, Croydon, Surrey.

NEWCASTLE upon Tyne

EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced persons for the post of Head of School. The successful applicant will be responsible for the overall management of the school, including the coordination of resources, the development of policies and procedures, and the provision of support for teachers and pupils. The post is full-time, with a salary scale of £12,000 to £15,000 per annum.

Application forms and further details may be obtained from the Director of Education, Newcastle upon Tyne, Newcastle upon Tyne.

Other Posts on Scale 2 and above

DOVER

EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced persons for the post of Head of School. The successful applicant will be responsible for the overall management of the school, including the coordination of resources, the development of policies and procedures, and the provision of support for teachers and pupils. The post is full-time, with a salary scale of £12,000 to £15,000 per annum.

Application forms and further details may be obtained from the Director of Education, Dover, Dover.

Deputy Headships

Senior Masters/Mistresses

DOVER

EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced persons for the post of Deputy Head of School. The successful applicant will be responsible for the day-to-day management of the school, including the coordination of resources, the development of policies and procedures, and the provision of support for teachers and pupils. The post is full-time, with a salary scale of £10,000 to £12,000 per annum.

Application forms and further details may be obtained from the Director of Education, Dover, Dover.

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Application forms and further details may be obtained from the Director of Education, Education Department, Education Department.

SHROPSHIRE

EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced persons for the post of Head of School. The successful applicant will be responsible for the overall management of the school, including the coordination of resources, the development of policies and procedures, and the provision of support for teachers and pupils. The post is full-time, with a salary scale of £12,000 to £15,000 per annum.

Application forms and further details may be obtained from the Director of Education, Shropshire, Shropshire.

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Application forms and further details may be obtained from the Director of Education, Shropshire, Shropshire.

DERBYSHIRE

County Council

Applications are invited from suitably qualified and experienced persons for the post of Head of School. The successful applicant will be responsible for the overall management of the school, including the coordination of resources, the development of policies and procedures, and the provision of support for teachers and pupils. The post is full-time, with a salary scale of £12,000 to £15,000 per annum.

Application forms and further details may be obtained from the Director of Education, Derbyshire, Derbyshire.

فلا من الله على

Follow in the footsteps of Marco Polo

For centuries China has been a distant and mysterious land for even the most intrepid explorers.

Now the Times Educational Supplement in conjunction with Lunn Poly Limited has organised a 17 day trip to this vast country departing from London on August 3rd 1980.

The itinerary will take in Peking, Shanghai, Canton, Hangzhou and on the way back, Hong Kong. There will be visits to the Forbidden City, the Ming Tombs, Temples, the Acrobatics Theatre and of course that Great Wall.

You will have the opportunity during arranged visits to kindergartens and schools to meet teachers and learn about the Chinese education system. Visits have also been arranged to the Foreign Language Institute and the University of Peking.

The price which includes full board accommodation, all flights and excursions and the services of a Lunn Poly courier and an English speaking guide throughout will be £1208. For more detailed information and a brochure about this exciting trip please complete the coupon below and send it to Group Travel Operation, Lunn Poly Limited, York House, Clarendon Avenue, Leamington Spa, Warwickshire CV32 5PS.

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ADDRESS _____

Polytechnics

Other Appointments

LONDON
MODERN POLYTECHNIC
The Polytechnic is seeking a person with a degree in Education and a minimum of 3 years' experience in the field of education to join its staff. The successful candidate will be responsible for the development and delivery of courses in the field of education. The Polytechnic is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team. The Polytechnic is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team. The Polytechnic is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team.

Universities

HONG KONG
UNIVERSITY OF HONG KONG
The University of Hong Kong is seeking a person with a degree in Education and a minimum of 3 years' experience in the field of education to join its staff. The successful candidate will be responsible for the development and delivery of courses in the field of education. The University of Hong Kong is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team. The University of Hong Kong is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team.

LONDON
KING'S COLLEGE
The King's College is seeking a person with a degree in Education and a minimum of 3 years' experience in the field of education to join its staff. The successful candidate will be responsible for the development and delivery of courses in the field of education. The King's College is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team. The King's College is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team.

LONDON
EDWARD COLLEGE
The Edward College is seeking a person with a degree in Education and a minimum of 3 years' experience in the field of education to join its staff. The successful candidate will be responsible for the development and delivery of courses in the field of education. The Edward College is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team. The Edward College is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team.

LONDON
ST. CHRISTOPHER'S COMMUNITY HOME
The St. Christopher's Community Home is seeking a person with a degree in Education and a minimum of 3 years' experience in the field of education to join its staff. The successful candidate will be responsible for the development and delivery of courses in the field of education. The St. Christopher's Community Home is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team. The St. Christopher's Community Home is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team.

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LONDON
UNIVERSITY OF LONDON
The University of London is seeking a person with a degree in Education and a minimum of 3 years' experience in the field of education to join its staff. The successful candidate will be responsible for the development and delivery of courses in the field of education. The University of London is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team. The University of London is a leading institution in the field of education and is seeking a person who is passionate about education and who is able to work in a team.

THE UNIVERSITY OF MANCHESTER DEPARTMENT OF EDUCATION

Degree of M. Ed.

Applications will be considered from (a) graduates, and (b) non-graduate qualified teachers holding an appropriate advanced diploma for the following full-time (FT) and part-time (PT) M.Ed. programmes in the Session beginning September 1980.

Assessment
Educational Psychology (FT and PT (day))
History of English Education (FT and PT)
Organization and Planning of Education (FT and PT day and evening) (Economic, comparative and administrative studies of education).

Physical Education
Reading (FT)
Sociology of Education (FT and PT (day)).
Opportunities are also available to take the degree by research and the presentation of a thesis (FT and PT).

Further particulars and application forms available from:

The Secretary, Department of Education,
The University, Manchester M13 9PL

Roehampton Institute

A University of Diphys Study, Research, and

Open courses offered by the Roehampton Institute are in combined studies leading, at present, to B.A., B.Sc., B.N., or B.S. degrees of the University of London.

LECTURER II/SENIOR LECTURER IN ENGLISH CURRICULUM STUDIES

Required from 1st September, 1980, a person is to take a substantial part in the teaching of courses in the principles and methods of teaching English in the primary and secondary schools, both at undergraduate and postgraduate levels. Applicants should have research experience or appropriate higher qualification related to some aspect of the teaching of English. The successful applicant will be expected also to contribute to the development of new courses at undergraduate, postgraduate certificate, in-service and Masters' degree levels.
Salary: £12,000 to £15,000 p.a. (plus London Allowance £1000) under review.
Closing date for receipt of applications: 24th June, 1980.
Further details and application forms from: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Roehampton Building, Diphys Study College, Roehampton Lane, London, W14 6SS.

NORTH STAFFORDSHIRE POLYTECHNIC College Road, Stoke on Trent

Research Assistant

Applications are invited from persons with a good honours degree in Engineering or Physics for the post of Research Assistant in the Department of Mining Engineering/Physics, at the Stoke site of the Polytechnic. The research is concerned with the effects of major variables of a screening process on the size and efficiency of separation of particulate materials and on the associated acoustic emission of the screen. Registration for a higher degree will be expected and the appointment is for an initial period of two years which may be extended to three years.
Salary: £3,268 per annum.
This is a re-advertisement and previous applications will automatically be reconsidered.
Application forms and further particulars may be obtained from the Stoke site of the Polytechnic, College Road, Stoke on Trent ST4 2DZ. Telephone Stoke 09 7821 45531.
Closing date: June 18, 1980.

INNER LONDON EDUCATION AUTHORITY Industrial Language Training Units

TWO LECTURERS GRADE II (Assistant Directors) and TWO LECTURERS GRADE I (Development Workers)

required for those units serving Inner London, one North and the other South of the River Thames. The units provide intensive language, communication and management training courses for the multi-national companies. The work involves teaching, planning and running courses for non-English-speaking employees and their Supervisors/Managers. Applicants, preferably graduates, should have postgraduate training and experience, and preferably at least one of the following areas of experience or knowledge: literature, work with ethnic minorities, applied linguistics, case studies or industrial/personnel work. The work requires an ability to adapt to and work with fast changing and varied situations such as hospitals, factories and hotels. Salary in accordance with Inner London (LE) Lecturer Grade II scale £6,268-7,268 plus £1,000 London Allowance. Grade I scale £5,268-6,268 plus £1,000 London Allowance. Applications may be sent to the Industrial Language Training Unit, c/o the Inner London Education Authority, 100, Abchurch Lane, London EC4N 3DF. Closing date: 15th June 1980.

